

Start at my feet

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The Parents

My placement School has a 9% of minority ethnic groups and 4% have English as an additional language (my local school, 2019). My placement school have parents to come into the school and offer guidance and help anytime, this shows how much the school respect and want the parents involvement (school 'x' website, 2019). The parents are welcomed into the school at any time to see the head teacher or anyone in that matter. The school policy is their door is always open (school 'x' website, 2019). The school have a great relationship with the parents and are involved in many of the projects the school provides especially the Enterprise projects the children choose. The parents are asked to come in at the end of every term to see an exhibition of the children's work, Sullivan (1988) believes that exhibitions of projects will attract the community and parents to explore and enjoy the school. My placement school also involves parents in reading with the children when the children take reading books home over the weekend and homework the parents must leave a comment of how the child got on. This is agreed by Sullivan (1988) as this helps build a relationship between the parent and teacher. Vincent (2000) believes a partnership describes the actual ideal relationship between parents and teachers. Partnership includes parental involvement and support for the school as an institution- in fundraisers, with parental support for children's education- participating in home reading schemes.

The Teachers

The link between teacher and learner and teacher and parent is the most important. DfES (2003) Every Child Matters is looking at personal learning about improving the learners outcomes. This deeper focus on individual learners and their learning experience is intended to support those who are gifted and talented as well as seeking to improve the learning experience of disadvantaged learners. My class has 2 teaching assistants, who are there to support all the learners. Brundrett (2013) believes teaching assistants are closer to the learners and can transmit strategies for inclusion, student engagement and high expectations for student achievements, which my school does.

The Community

My placement school has excellent links to the community. Brundett (2013) discovered Mulford and Selin's' (2003) study that school context, the nature of the community environment from which pupils are drawn and the nature of links the school has with that community can be highly influential in how well pupils are engaged in learning. This can be seen in my placement school as the children know their community from exploring different aspects each term and how they want to improve the community and what help they need from parents and the community for donations and resources to pursue the improvements (school 'x' website, 2019). Vincent (2000) believes strong communities depend on shared values and a recognition of the rights and duties of citizenship. I believe this is why my placement school has great links to the community as they value what the community need in education and support. For example my placement school has set up a community café that runs every Friday morning so the community can come and gather at the school and interact with pupils who manage the café.

The Learner

In my placement school they place the children at the centre of the school and follows Bronfenbrenner's Ecological System Theory putting the child in the centre and concentrating on all the other aspects of the environment, the Microsystem- home, Mesosystem- school, Exosystem- community and Macrosystem- external stakeholders that influences the child's learning and development (Pound, 2009). My placement school welcome all children to join their school as stated in their school statement 'Similarities and Differences are welcomed; Moral and Spiritual issues explored (school 'x' website, 2019). The children come across very happy in the school as Estyn (2017) reports show good well-being practice. The common statistics include 47.7% of the pupils have free school meals which is a lot higher than the average 21% (my local school, 2019)., as this is higher than the average this could influence and possible contribute to the school being in a deprived area when looking at the Clydach ward profile where it states that the population is 7,500 and employment is 1,750. under a quarter of the population is in employment (Swansea.gov, 2020). The school also has a flying start project based in the school who help out children and families in need of extra support (school 'x' website, 2019).

Introduction

My placement school is based in Clydach. The school is situated in the centre of a council housing estate with a local shop around the corner. The school has a community garden, and a park that the community use often and help maintain the resources too (school 'x' website, 2019). A whole school approach to community involvement greatly strengthens the value and impact of citizenship education on local communities (Potter, 2002).

External Stakeholders

When looking at Bronfenbrenner' theory, the external stakeholders are seen in the macrosystem, these could include the UNCRC, Welsh government, The global Community. My placement school have the rights of the child (UNICEF, 2017) placed all over the school and the children learn a new right every month. My placement school appreciates each learners individual voice where they can express feelings and ideas of new topics that they would like to learn throughout each term. As we are currently in a curriculum reform the school has started to place the four purposes within the curriculum and have based their self evaluation report on the school of wales as learning organisations model as they were chosen as one of the schools to be involved by the OECD (Hwb.gov.wales, 2017).

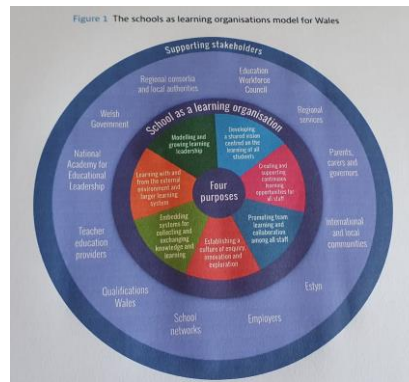


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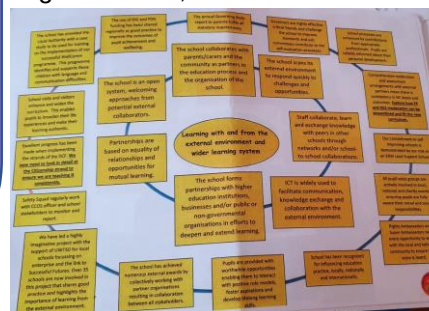


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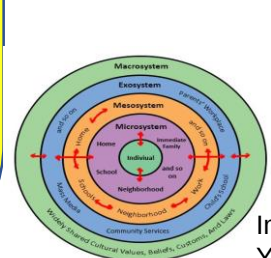


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Bronfenbrenner's Ecological System Theory. Image belongs to google, 2019.

The School

My Placement School is a Green category school; the school has 193 pupils with a 22.3% pupil to teacher ratio this is the current average in Wales (my local school, 2019). As well as the pupils the school places Enterprise in the heart of the curriculum as they believe that this helps children gain a better understanding of what they are learning and teaches skills they will need in the future. Potter (2002) believes schools can through their learners make an important contribution to the quality of life in their local communities. My placement school does numerous activities to involve parents, learners and the community. For example they have a community garden which is entered in the Swansea bloom competition every year, I have included a picture of the Roald dahl garden from 2017. Also shown above is a art session that the school provided for parents to come in and interact and learn with their children, all the work is displayed in the entrance of the school for all to see.

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