

ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE OF TEACHER EDUCATION

*Sections marked with * should be completed by module lead*

Student name:	Siobhan Helen Martin	Student number:	1500101
Programme:	BA Primary Education with QTS		
Module: *	Pedagogy in Practice 2 – Assessment for Learning	Module Level (4, 5, 6):	6
Module code: *	ECAD6004/C	Contribution to Overall Module Assessment (%): *	50%
Module Lead:*	Mr T. Cox		
Start date:*	3/10/17	Assignment No (x of x):*	1 of 1
Submission deadline:*	15/12/17	Return date of provisional marks & written feedback:*	26/1/18
Assignment Title:*	Critically evaluate your creativity and enterprise dispositions in terms of the Entrecomp frame work and how you might develop these to the next level and demonstrate progression.		

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty. Penalties for late submission: Up to one week late, maximum 40%. Over one week late will be recorded as a non-submission. Late submission penalties may be lifted only with the approval of the Extenuating Circumstances Panel.	Date:	15/12/17
Module lead to tick to indicate if a hard copy version of the assignment must be submitted.*		YES	
		NO	X

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied		Marks available	Marks awarded
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions. Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		30	
2. Intellectual Skills (Analysis) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		30	
3. Pedagogic and Professional Applications (Practical Application and Deployment) Deployment of pedagogic methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems. Attributes in professional practice: individual and collaborative working		30	
4. Key Transferable Skills Deployment of appropriate media; presentation and organisation.		10	

ASSESSMENT AND MARKING CRITERIA FOR ECAD5001/C ASSIGNMENT

Level 5						
Assessment Criteria Descriptors for BA Primary Education with QTS This format emphasizes the holistic nature of judgements to be made by markers. Criteria weighting is adjusted for each module.						
	0-39 (F)	40-49 (P)	50-59 (P)	60-69 (P)	70-79 (P)	80-100 (P)
	Poor / Weak F	Satisfactory 3rd	Good 2:2	Very good 2:1	Excellent 1*	
Assessment Criteria	Poor, superficial, unsystematic, incomplete and/or inaccurate	Satisfactory understanding of main issues demonstrated	Good understanding demonstrated with some analysis	Very good understanding of basic principles and relevant evidence, with a coherent and logical argument	Thoughtful answer informed by wider reading, showing clarity of thought and personal insight	Outstanding answer, well written, highly structured and informed, showing striking personal insight and originality
Module Learning Outcomes matched to:	0-11	12-14	15-17	18-20	21-23	24-30
Subject Knowledge and Understanding (Conceptual)	Basic misunderstanding, misconceptions, misinterpretations and/or superficial knowledge in places	Outline knowledge of few key issues with evidence of understanding and application	Defined knowledge of some key issues and wider implications	Wider knowledge of most key issues, concepts and arguments	Clear understanding of the key issues under discussion with logical discussion	Excellent knowledge of key issues, concepts and arguments clearly discussed
	(Reading) Some inappropriate literature/material with limited reading range and lack of accuracy	Satisfactory range of reading drawn from the recommended list and other sources	Good range of reading drawn from the recommended list and other sources	Very good range of relevant literature from a variety of sources beyond recommended list	Evidence of well-considered thinking from a wide reading base using a variety of sources	Clear evidence of independent thinking informed by an excellent range of reading from a variety of sources
	0-11	12-14	15-17	18-20	21-23	24-30
Intellectual skills (argument)	Argument is weak, little attempt to present differing viewpoints. Generally too descriptive	The argument is beginning to be balanced with a growing awareness of other viewpoints	A balanced argument is presented while attempting to justify other viewpoints	A balanced argument is presented showing an understanding of different viewpoints and the reasoning behind them	A thoughtful argument is presented with appropriate consideration of viewpoints	A well-structured critical argument is presented with insightful consideration of viewpoints
	(presentation of findings/analysis) Findings presented within incomplete descriptive framework and few or inaccurate conclusions are drawn	Findings are beginning to be presented in a developing framework with some analysis and reasonable conclusions	Findings are presented in a framework with some analysis and interpretation of data to form reasonable conclusions	Findings are presented in a framework with some analysis, interpretation and evaluation of data to form reasonable conclusions	Findings presented with some analysis and justified conclusions	Findings presented in a critical and analytical framework. Thoughtful conclusions, firmly based upon the evidence presented
	(critical /reflective evaluation) Lack of evidence of evaluation and/or critical reflection	Evaluation and/or reflection are present but lacks depth	Good engagement with evaluation and reflection	Very good evidence of beginning to evaluate and critically reflect	Evidence of thoughtful critical engagement with evaluation and reflection	Effective and more in-depth critical engagement with evaluation and reflection
	0-11	12-14	15-17	18-20	21-23	24-30
Pedagogic and Professional applications (linking theory to practice)	Superficial or lack of understanding of pedagogic and professional context(s)	Relates principles and concepts to underlying theoretical frameworks and approaches with respect to the pedagogic and professional context(s)	Identifies principles/ concepts underlying theoretical frameworks and begins to identify their strengths and weaknesses with respect to the pedagogic and professional context(s)	Evidence of the use of relevant research or developments to inform actions with respect to the pedagogic and professional context(s)	Clear evidence of integration of theory and practice with respect to the pedagogic and professional context(s)	Effective integration of theory and practice with respect to the pedagogic and professional context(s)
	(professional reflection) Little or no evidence of reflection	Reflection is evident	<i>Evidence of good reflection</i>	<i>Beginning to critically reflect</i>	<i>Critical reflection is evident</i>	<i>Effective and in-depth logical and critical reflection is evident</i>
	(ethical conduct where appropriate) Little or no awareness of ethical issues	Awareness of ethical issues	Awareness of ethical issues and able to discuss these in relation to personal beliefs and values	Ethical issues have been discussed showing an awareness of personal responsibility and professional codes of conduct	Ethical issues have been clearly discussed in the context of personal responsibility and professional codes of conduct	Ethical issues have been effectively addressed especially in the context of personal responsibility and professional codes of conduct
	0-3	4	5	6	7	8-10
Key/Transferable Skills (Referencing techniques)	Weak presentation of written work	Satisfactory presentation of written work	Good presentation of written work	Very good presentation of written work	Effective presentation of written work	Outstanding presentation of written work
	A number of basic errors in spelling, punctuation or grammar	Some errors in spelling, punctuation or grammar	Few errors in spelling, punctuation or grammar	Very few errors in written language	Minor errors in written language	No errors in written language
	Weak structure with unclear writing style in parts	Satisfactory structure with a mostly coherent writing style	Good structure with a coherent writing style	Very good structure which supports the reader	Effective structure which supports the reader	Highly coherent and mature writing style which fully engages the reader
	Little or no use of protocols and conventions of Harvard referencing	Satisfactory use of Harvard referencing protocols and conventions	Good use of Harvard referencing protocols and conventions	Harvard system mainly used accurately, with some secondary sources	Harvard system used accurately including secondary sources	Harvard system used accurately, consistently and effectively with all sources

Assignment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late	40% Max	
	Over 1 week late	0%	

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	✓	☐	☐
2. Intellectual Skills (Analysis)	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	✓	☐	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	✓	☐	☐	☐
4. Key Transferable Skills	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	✓	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I feel that I have shown a good understanding of the EntreComp Framework and also other Frameworks that assess similar criteria. I believe I have been able to provide suitable evidence to support areas.	I feel I need to develop my critical evaluation skills further especially where there is a word count restriction to ensure that all content is relevant and of a critical purpose.

Student's Name	Siobhan Helen Martin	Date	15 th December 2017
Student's Signature	S H Martin.		

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Critically evaluate your creativity and enterprise dispositions in terms of the Entrecomp frame work and how you might develop these to the next level and demonstrate progression.

Creativity is defined by Naiman, L. (n.d) as the act of “turning new and imaginative ideas into reality” and characterised by the ability to discover hidden pattern and make connections between unrelated ideas and concepts, as a result of their ability to views the world in new and different ways. Naiman, L. (n.d) also states that “creativity involved two processes”, thus being thinking and production. The National Advisory committee on Creative and cultural Education (1999:2) cited in Craft (2000:3) describes creativity as “imaginative activity fashioned so as to produce outcomes that are both original and of value”, in addition to this, the Oxford dictionary (2017) defines creativity as “the use of imagination or original ideas to create something; inventiveness”. Vygotsky regards creativity as a link between emotion and thought with the overall role of imagination (Lindqvist, 2010), whereas Maslow reflects that creativity is to do with self-actualisation. Craft (2000:9) agrees with Maslow’s theory of self-actualisation, and continues to express her own approach to creativity, stating creativity draws upon “psychosynthesis and human psychology”, this being most relevant to current education and classroom practice. Many definitions of creativity show a lot of similarity and have a lot in common, yet several focus on different aspects of creativity, demonstrating the broad spectrum of creativity, and that it goes beyond the ‘arts’ within education.

Enterprise is a phrase used in many different contexts, most commonly within business. However, enterprise is also used within education and not a new concept either, it is seen as an approach to teaching and learning, this is supported by Bridge, O’Neill and Crommie (2003) and state that “enterprise is at least as old as humankind”. Enterprise education is also defined as “the process of equipping learners with an enhanced capacity to generate ideas and the skills to make them happen” (Cox, 2017), ideally, we would like learners to have the skills and confidence to generate ideas within all aspects of learning and life. Enterprise within education is also defined as “helping students develop entrepreneurial, life and employment skills to prepare them for life beyond school” (Good Education Group, 2017). According to the Good Education Group (2017), this approach focuses on many skills, some of which are creativity, problem-solving, communication, team work and resilience, developed through a number of approaches such as enterprise weeks, involvement with the community and the services that surround it and also applying real-life situations to numeracy and literacy, thus linking in with

the view of Donaldson (2015:67) of learners seeing the “relevance in their learning to the world beyond the school gates”.

A disposition is defined by the Oxford dictionary (2017) as “a person’s inherent qualities of mind and character”. An inherent quality is seen to be a great influence of creativity and enterprise. Craft (2011:21) states that “creativity is inherent to humanity, as it is inherent in everything we engage with”. Lucas (2012) states that the Centre for Real-World Learning model explored five core dispositions linked to the creative mind. They discovered that the five dispositions of a creative mind were to be inquisitive, persistent, imaginative, collaborative and disciplined, appendix one illustrates the five dispositions model.

There are many challenges and opportunities to creativity and enterprise within education. Craft (2000:20) expresses the “idea of creativity as an approach to life”, demonstrating the importance of creativity on learners and the influence creativity can have on an individual. Brinkman (2010:49) reveals that by teaching creatively, it can “keep us interested in our teaching and keep the attention of our students”, something which is vital within a learning process, as without the practitioner being engaged and enthusiastic about the progression of their learners, the less likely the learners are going to be engaged and produce new connections and learning paths to develop their knowledge and understanding. With Donaldson (2015) introducing digital competency as one of the three responsibilities of the curriculum, Donaldson (2015) and Craft (2011) suggest that this new influence on the curriculum could provide further opportunities for creativity. Craft (2011:29) also stated that probable futures facing the education systems in place suggest “a need for greater enterprise”, enhancing its impact on learners and their futures.

It is a known fact that creativity takes time for both learners and practitioners, as ideas need to go through a lengthy process of development and trial and error before it is complete, and this is the learners alone. Practitioners need to ensure that their learners are provided with the time, opportunities and resources to generate these ideas and put them into practice and development. Naiman, L. (n.d) states that “only 1 in 4 people – believe they are living up to their own creative potential”, creating a barrier for learners if their practitioner has low confidence and understanding of creativity and enterprise. Brinkman (2010) voices that practitioners need expertise, motivation and creative thinking skills, which they may lack if they are not confident in their own creative and enterprise levels. Additionally, schools are seen to be suppressing

creativity due to the curriculum leaving no room for creativity and enterprise due to their specific outcomes and objectives, along with the education system primarily encouraging intellectual conformity. Within education it is also seen that creative solutions are not rewarded with higher grades if they do not meet the specific criteria set, resulting in learners being formed and obstructed away from creative ideas.

The EntreComp (Entrepreneurship Competence Framework) was designed to “promote and support consensus among all stakeholders in the field of entrepreneurship education” and to also create a bridge between the two worlds of education and work (Systems, n.d). The framework is built up of three competence areas and each area is build up of five competences, creating fifteen in total. The framework is primarily used within entrepreneurship and business, but is also used within education to promote enterprise and creativity, allowing opportunities for self-reflection and opportunity to identify strengths and areas of improvement.

Reflecting on personal practice against the EntreComp Framework (appendix two), it is felt that within the Creativity competency, the level of proficiency being attained is Intermediate, and the progression stage is ‘building independence – On my own and together with my peers’, under the thread ‘be curious and open, level three, experiment’ is being attained. (Bacigalupo, Kampylis, Punie, Van den Brande, 2016:23-24). The descriptor of the current level being met is “I can experiment with my skills and competences in situations that are new to me” (Bacigalupo, Kampylis, Punie, Van den Brande, 2016:24). It is felt that this level is being attained due to an experience on Professional Teaching Experience (PTE) where the class had a topic of ‘Global Gourmet’ which was familiar, yet they had extended this topic further by delving deeper into the topic and focusing on the country of Chembakolli in India. Chembakolli was a place that was not familiar and it was here that current skills and competencies such as digital competence, research, understanding and evaluation were used in order to become familiar and be both competent and confident in teaching further lessons surrounding Chembakolli and Global Gourmet. Appendix three demonstrates the outcome of experimenting with skills and competencies within a new situation, and the questions created for the learners to research as a task. In order to progress to level four, “dare” and the progression stage of “Taking and sharing some responsibilities” the descriptor “I can actively search for new solutions that meet my needs” (Bacigalupo, Kampylis, Punie, Van den Brande, 2016:23-24). To attain this level, further research into different resources to new and existing elements of the curriculum can be undertaken to gain other practitioners views and opinions on tasks carried

out and to reflect on the efficiency of tasks and resources. More critical analysis on personal lessons and activities would also reveal hidden gaps, allowing new approaches to be trailed with the learners and to also benefit personal practice and work load. As a result of this further research it would be predicted that it would aid confidence in personal teaching skills and abilities and also expand current resources and ideas for different areas of learning. By researching work by other practitioners, solutions to common misconceptions may be provided, allowing these to be diverted from within the implementation of tasks, improving not only the learning taking place but also the quality of teaching being carried out.

Furthermore, it is felt that within the planning and management competency, the level of proficiency being attained is Advanced, and the progression stage is 'Taking responsibility – with some guidance and together with others', under the thread 'define goals, level five, improve' is being attained. (Bacigalupo, Kampylis, Punie, Van den Brande, 2016:23:31). The descriptor of the current level being met is "I can define long-term goals arising from the vision for my (or my team's) value-creating activity." (Bacigalupo, Kampylis, Punie, Van den Brande, 2016:31). It is felt that this level is being attained due to an experience on Professional Teaching Experience (PTE) where during a place within the Foundation Phase, a target was set within a formative assessment to communicate more in-depth with the additional adults within the room, and suggestions of explaining the aim of the lesson thoroughly with them before hand, providing the adult with questions to further learners knowledge and understanding and discussing all the other activities going on within the lesson with them. This target was given in November 2016. (appendix four displays relevant section of formative assessment). In March 2017, a summative report was produced which stated the progression made within this area (appendix five). In order to progress to level six, "reinforce" and the progression stage of "Taking and sharing some responsibilities" the descriptor "I can match short-term, mid- term and long- term goals to the vision for my (or my team's) value-creating activity" (Bacigalupo, Kampylis, Punie, Van den Brande, 2016:23:31). To attain this level, longer periods of time within an educational setting would provide opportunities for the different stages of planning to be effective and trackable, due to the length of PTE, long-term targets for that time were on average around five weeks, whereas a long-term target can range from a half term or a term within a lengthy time within education. As a result of these targets being accomplished during a longer period within a setting, it would be predicted that it would improve the overall practice and effectiveness of the targets as a whole.

Additionally, it is felt that within the motivation and perseverance competency, the level of proficiency being attained is intermediate, and the progression stage is ‘building independence – taking and sharing some responsibilities’, under the thread ‘be determined, level four, dare’ is being attained (Bacigalupo, Kampylis, Punie, Van den Brande, 2016:23:28). The descriptor of the current level being met is “I am willing to put effort in and use resources to overcome challenges and achieve my (or my team's) goals.” (Bacigalupo, Kampylis, Punie, Van den Brande, 2016:28). It is felt that this level is being attained due to an experience on Professional Teaching Experience (PTE) where the content and objective of a number of lessons were skills that had not been used for a very long time, therefore, research, practice questions and scenarios were implemented to ensure personal knowledge and understanding was of a high standard to not only deliver the content but to be able to deliver in several ways to ensure understanding for all learners and staff, solve any misconceptions and to notify small mistakes and also guide learners into identifying and correcting them independently. Appendix six illustrates a summative report supporting this competence. In order to progress to level five, “improve” and the progression stage of “with some guidance and together with others” the descriptor “I drive my effort by using my desire for achievement and belief in my ability to achieve.” (Bacigalupo, Kampylis, Punie, Van den Brande, 2016:23:28). To attain this level, becoming more critical within ARC reflections and spending more time on producing in depth evaluations on personal practice and progress would reveal areas of improvement and clear paths to attain this. By focusing more on positive feedback rather than all on areas of improvement, confidence levels will increase as it will demonstrate the true capabilities and reflect how well a previous area of development has developed.

Evaluating the EntreComp framework, it is of the opinion that many of the competencies are relevant for use within education, with some being more distinct than others. However, not all competencies are relevant to education and pose more of a focus on business, therefore, the full use of the framework is not beneficial to education and a full analysis against all competencies cannot be completed.

There are many other frameworks that practitioners can assess their creativity, such as the Guilford test, created by J.P Guilford in 1967, which measures divergent thinking (Huddle, 2017). Craft (2011:10) states that “divergent thinking skills can be improved with practice and training”, allowing practitioners the opportunity to promote divergent thinking in all of their learners, and provide platforms for them to promote this skills. The Guilford test has close

similarities to a research project conducted by George Land, of which Land voiced two types of thinking processes that occur when being creative, thus being convergent and divergent thinking skills (Skillicorn, 2016). Additionally, the Torrance Test is viewed as being “highly reliable” (Torrance, n.d.) in testing creative thinking.

To conclude, creativity and enterprise are vital skills for practitioners to teach their learners, as it will not only aid their education but also have influence on their futures, this is supported by Grigg (2015:216) as he feels that practitioners should “provide challenging learning experiences that encourage children to work in real-life contexts”. Craft (2100:21) voices that creativity within education is “increasingly characterised by shifts in the role of teacher”, thus demonstrating the ever evolving role of practitioners, as new legislation and policy is formed, roles and responsibilities of a practitioner change and many aspects of the curriculum are changed as a result of this. The approach in which practitioners take when teaching learners will determine the opportunities available to learners for creative thinking and creativity.

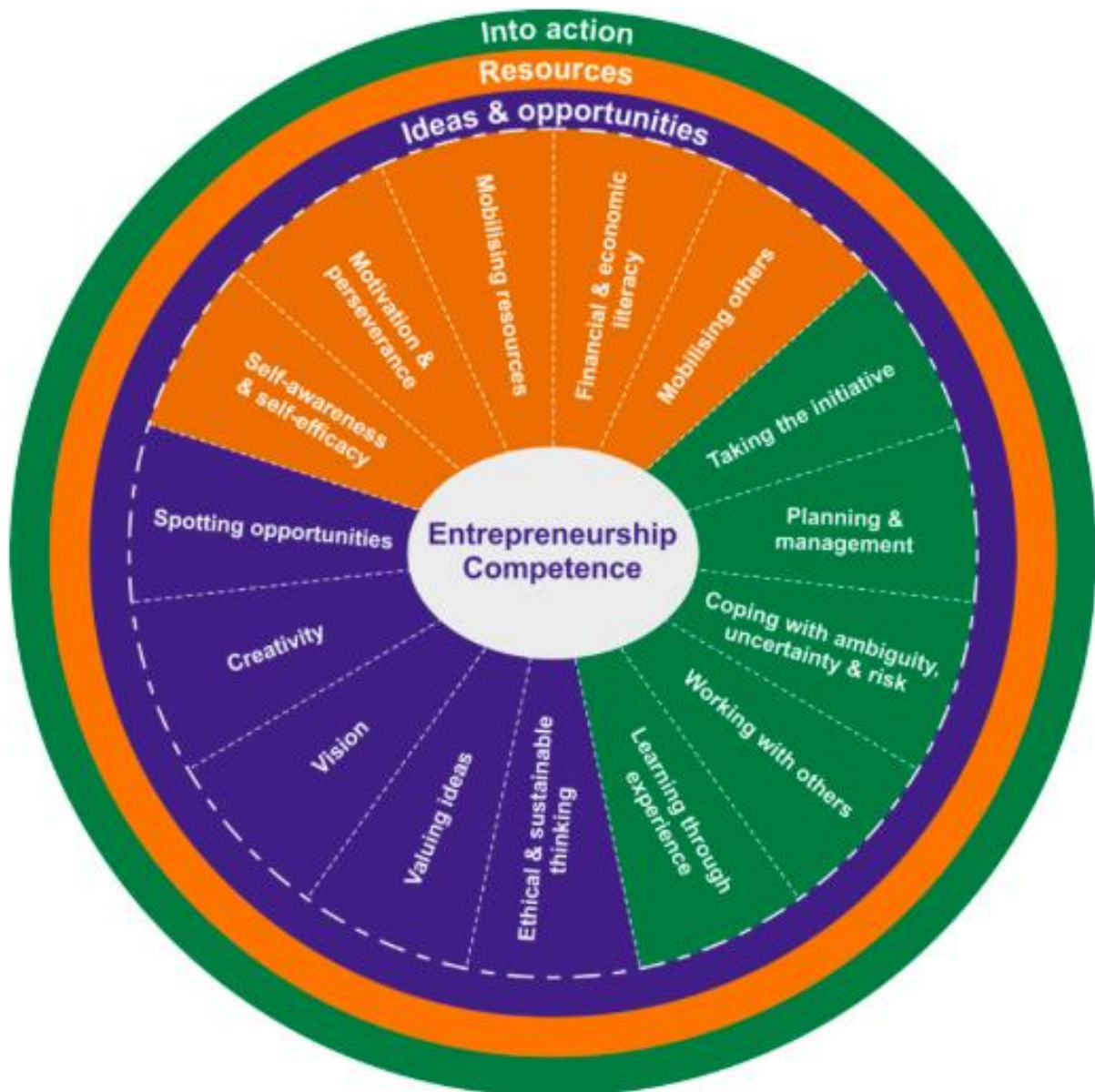
Currently, a more pedagogical approach is taken within education where the learning is given to the learners from specific learning objectives and outcomes from the curriculum, thus providing little opportunity for creativity. A Heutagogy approach to teaching would place learners at the centre of their education, giving them choices and decisions to make on their own learning and the directions they wish to take. An andragogy approach is a share of both learner and practitioner, yet it is mostly common in use within the learning of adult, however, a balance of both learner initiated learning and a control of what and how the learning is delivered to coincide with the curriculum, is the responsibility that a practitioner must take to ensure all areas of the curriculum are met and that the learning is meaningful and beneficial to the learners of tomorrow. This approach to education is supported by the Cabinet Secretary for Wales, Kirsty Williams, as within her current report she provides an image of the national mission (appendix seven) she wishes to provide for the next generation.

Appendix One



Lucas (2012). *Five dispositions model - Creativity in the context of education*. [online] Sites.google.com. Available at: <https://sites.google.com/a/sas.edu.sg/creativity-in-the-context-of-education/five-dispositions-model> [Accessed 14 Dec. 2017].

Appendix Two



Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016) *EntreComp: The Entrepreneurship Competence Framework*. Luxembourg. Publication Office of the European Union; EUR 27939 EN; doi:102791/593884.

Appendix Three

Crops in Chembakolli Research

1. Name 3 Crops grown in Chembakolli.
2. Where do the people of Chembakolli plant their crops?
3. Name 3 fruits grown in Chembakolli.
4. General facts you already know about Chembakolli.

Language of Chembakolli Research

1. What is the language in Chembakolli?
2. English is the 3rd most spoken language in the world, what position is the language from Chembakolli?
3. How many vowels and consonants are there in the language?
4. Can you translate your names into the language of Chembakolli?
5. General facts you already know about Chembakolli.

School in Chembakolli Research

1. Do schools in Chembakolli have technology?
2. Do all children go to school in Chembakolli?
3. What do children in Chembakolli wear to school?
4. General facts you already know about Chembakolli.

Housing in Chembakolli Research

1. How many rooms are there in a home?
2. Where do they do the washing up in Chembakolli?
3. Are there roads in Chembakolli?
4. What are the house in Chembakolli made from?
5. General facts you already know about Chembakolli.

Weather in Chembakolli Research

1. Does it snow in Chembakolli?
2. When does the sun set in Chembakolli?
3. What is the average temperature in Chembakolli?
4. How many seasons are there in Chembakolli?
5. General facts you already know about Chembakolli.

Research conducted on Chembakolli.

Appendix Four

S1: Professional Values and Practice

Good

- Comments and Evidence
- Targets for improvement and suggested ways forward

Strengths - Good relationship with the children making progress since previous lesson - used different tones of voice, all engaged during the introduction. Modelled appropriate language e.g. how many more? More than, altogether. Called children up to the front. Used ICT to consolidate skills with 'Save the whale' game. Game was appropriate for the skill being taught. Shows a caring attitude towards pupils. Development - use rewards e.g. stickers, bubble clap, marshmallow clap. Discuss with additional adults what you would like to do whilst children are on the carpet e.g. sit with specific children? Making observations? Taking pictures? Explain other areas within the class e.g. water, tuff spot etc.

Formative Assessment

Appendix Five

S1 - Professional values and practice

Siobhan has a good level of independence in all aspects of teaching and monitoring. She has sound engagement with pupils' learning – demonstrated clearly through professionally articulated dialogue. Siobhan's has the ability to reflect on her own practice and its impact on pupil's attainment. Siobhan has the willingness to accept advice from mentors and tutors. She has the ability to address her professional needs and work towards targets in dialogue. Her ability to recognise her own needs in relation to continuing professional development (with guidance from the mentor or tutor) is developing and will need to continue to develop in future placements. Siobhan has effective engagement with support staff and other professionals within the learning context. In the second half of the placement Siobhan has showed a commitment to involvement in the general life of the school, including engagement with extra-curricular activities like after school clubs and residential.

Summative Assessment

Appendix Six

S1 - Professional values and practice

Siobhan has a good level of independence in all aspects of teaching and monitoring. She has sound engagement with pupils' learning – demonstrated clearly through professionally articulated dialogue. Siobhan's has the ability to reflect on her own practice and its impact on pupil's attainment. Siobhan has the willingness to accept advice from mentors and tutors. She has the ability to address her professional needs and work towards targets in dialogue. Her ability to recognise her own needs in relation to continuing professional development (with guidance from the mentor or tutor) is developing and will need to continue to develop in future placements. Siobhan has effective engagement with support staff and other professionals within the learning context. In the second half of the placement Siobhan has showed a commitment to involvement in the general life of the school, including engagement with extra-curricular activities like after school clubs and residential.

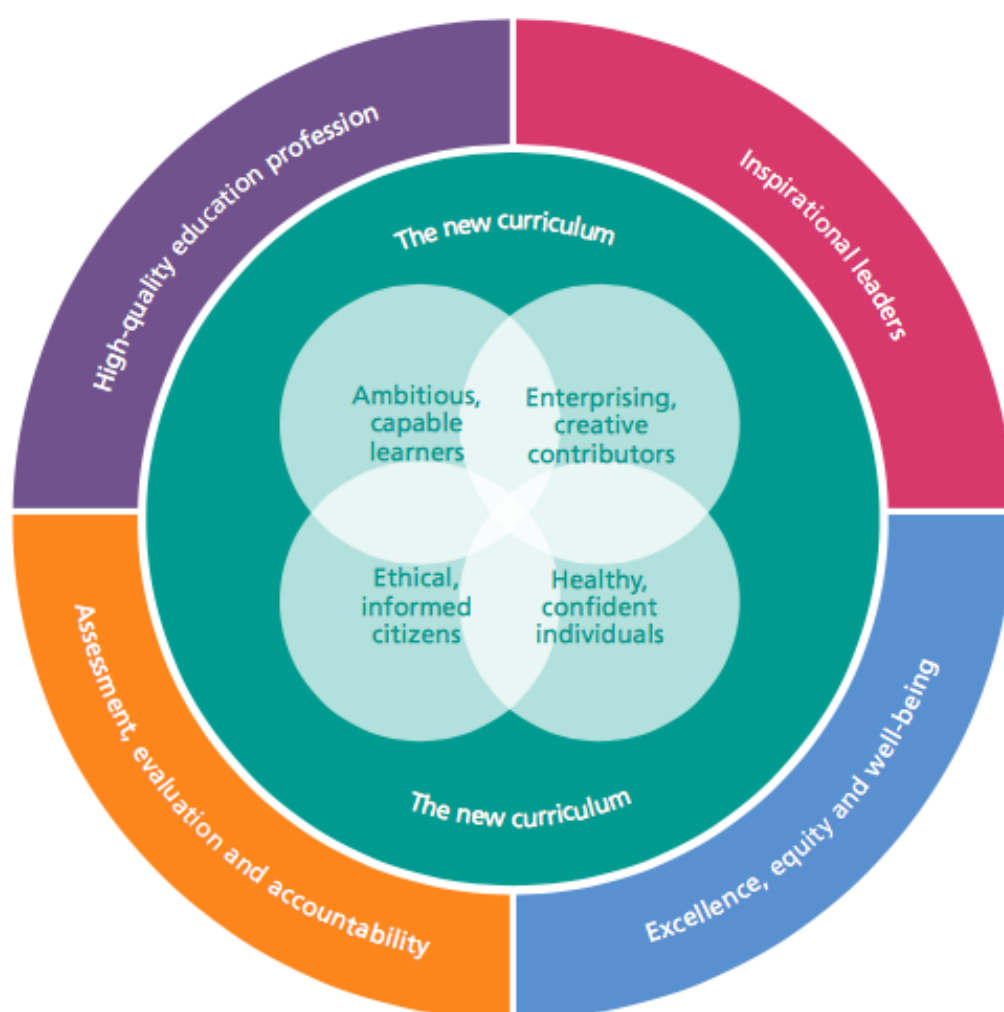
S2 - Knowledge and Understanding

Siobhan has the ability to use own subject knowledge in an appropriate way to motivate learners. She uses personal research which supports planning, teaching and assessment effectively. She has an awareness of appropriate learning and teaching approaches. Siobhan has the ability to use ICT effectively to enhance the teaching and learning of subjects / areas of learning.

Summative Assessment

Appendix Seven

Our national mission is ambitious, innovative and confident.



Welsh Government (2017:19) *Education in Wales: Our national mission*. Cardiff: Welsh Government.

Reference List

Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016) *EntreComp: The Entrepreneurship Competence Framework*. Luxembourg. Publication Office of the European Union; EUR 27939 EN; doi:102791/593884.

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