

According to Donaldson (2015), throughout the new curriculum, learners should evolve into enterprising and creative contributors, who can think creatively, solve problems and engage in a variety of opportunities and risks. These crucial skills within the curriculum suggest that creativity and enterprise is 'the ability in all humans imaginatively or practically to put two or more ideas together to make a valued new idea' (Barnes, 2011, p. 10).

However, it is the responsibility of the teachers not to kill creativity, and rather, for teachers to encourage children's creative and enterprising skills through the individual's talents and interests (Robinson and Aronica, 2015). This is strongly supported by John Dewey, a firm believer that children learn through developing their own interests and curiosity, through engaging opportunities provided by the teacher, which develop the children's creativity through their understanding and appreciation of the world around them (Pound, 2010).

Nevertheless, the ability for the practitioner to become a creative, outstanding teacher relies strongly on one's ability to evaluate and reflect on their own practice as this is central to implementing successful change through 'a cycle of planning, teaching, monitoring and evaluating' (Grigg, 2015, p. 30). This is enhanced by Cremin et al (2015, p. 8) who states that creativity involves a generation of different ideas but 'also the critical evaluation of them, it involves both selection and judgement, as some ideas are rejected, whereas others may be pursued in more depth'. A prime example of reflecting on my own creativity and enterprise is the 'What if?' competition, in which I came up with the question 'What if we learnt in reverse?' based upon George Land's creativity test from 1968 (Naiman, 2014) (appendix one). It could be suggested that this was an area of my own creativity that needed to be improved, as it did not make the top four within the competition. However, the concept could be pursued in further depth due to the lasting impression it had on successful practitioners within creativity, if I am to develop more confidence in my creative ability to develop such ideas as this, in a way which provides strong space and scaffolding for children to flourish (Cremin and Arthur, 2014) (appendix two).

In order to become a creative teacher with original ideas, as well as a teacher who develops the creativity of their learners through innovation, the European Commission have designed the Entrecomp Framework, with the main aim of helping citizens manage their own lives and careers through developing their ability to participate within community and society (European Commission, 2016; Robinson, 2017). Donaldson (2015, p. 31) emphasises the importance of this throughout the new curriculum as he states that learners should become 'ready to be

citizens of Wales and the world'. Alongside Donaldson, the ACCAC (2003) has shown similar views to the Entrecomp Framework prior to the framework actually being established, as it suggests that learners should embrace their community and culture through exploring their own creativity. Therefore, this has supported me in meeting the Entrecomp competences within my own teaching practise, as I have been able to develop the creative and enterprising skills of the primary learners through meeting the suggestions within the Curriculum Cymreig, such as exploring the creative and expressive arts in Wales and the wider community (ACCAC, 2003).

Throughout the framework, it is equally important that all citizens, including teachers and learners, should view entrepreneurship as a competence, therefore, the Entrecomp conceptual model has three main competence areas which encourage ideas and opportunities to be put in place through the use of different resources, and further lead to 15 more detailed competencies that act as building blocks to reaching the aims of the framework successfully (European Commission, 2016).

However, the framework is yet to be tested in a real situation and thus the impact or successfulness of Entrecomp is yet to be known (European Commission, 2016). There are other creativity frameworks however, that have been deemed successful, that could be used by practitioners to develop the learners and their own creativity. One example being Torrance's tests of creative thinking, which is specifically based on fluency, flexibility, elaboration and originality (Henkel, 2002). Although his creativity assessment did not measure creativity perfectly, the results did predict the creative outcomes of the children's futures in regard to becoming social and economic citizens, suggesting that it was their enriched learning environments that caused their creativity to grow (Bronson and Merryman, 2010). Nevertheless, the test was established after conductive research was carried out by Torrance himself, through the Incubation Model of Creative Teaching and Learning, which centred around three different stages including heightening anticipation, deepening expectations and extending learning (Worwood, 2011). Through his work, Torrance was able to build the foundations of his creativity test by identifying that ability, skill and motivation were the three specific behaviours which coincide with creativity and were best achieved within a project-based learning environment, an environment that encourages children to learn through enquiry and problem solving (Worwood, 2011; Leat, 2017).

Although children require ability, skill and motivation to become creative learners, it has been suggested that teacher's need four major components to be able to teach creatively and teach

for creativity, which include innovation, ownership, control and relevance (Woods, 1995). All of these components should lead to creativity and enterprise in both the learner and the teacher, by emphasising the use of imagination and original ideas, which is one of many definitions of what creativity is or can be (Einon, 2002).

However, it has been identified that one of the most important factors to achieving high levels of creativity lies with the experiences, opportunities and environments that the children are provided with, as these experiences are crucial for children to improve their attainment through their own creativity but also, encourages the practitioner to extend their own creative knowledge and skills (Welsh Government, 2015). Einon (2002) supports this by suggesting that teachers are responsible for providing the right environment for the child, however, the child is the only one responsible for making full use of their opportunities. This is further supported by Froebel and Isaacs, who both portrayed that learning through play and learning by doing were fundamental aspects within a child's own enjoyment to learn if they feel confident in their own ability (Pound, 2010).

As a practitioner, one useful framework to follow in order to provide vital learning experiences for children's creativity and enterprise is the Entrecomp Framework, as one of the competences within the conceptual model 'into action' is 'learning through experience' (European Commission, 2016, 11). This competence refers to learning through doing, learning alongside peers and mentors and reflecting on the success and failures in that of their peers and themselves (European Commission, 2016). Within learning through experience, one of the threads is to 'learn from experience' which relates to recognising and reflecting on value creating activities whilst also interacting with others (European Commission, 2016). This was an aspect within my own teaching that was successful as I was able to plan group activities within the outdoor learning environment, thus motivating the children in their learning due to the change in the outdoor environment when learning difficult topics such as numeracy and literacy and also, because the activities varied based on whether they were self-chosen, child-led or adult-initiated (Constable, 2017) (appendix three and four).

Within my first professional teaching practise, I took a middle ability group of year one learner's outside to learn about compass directions, using a giant compass that had been painted on the ground and labelled with North, South, East and West. As the teacher, this benefited my own creative teaching ability as it allowed me to create 'opportunities for risk taking, for a wealth of learning and amazement, and for freedom, separate from the adult world' (Houghton

and Worroll, 2016, p. 4). Furthermore, this led to benefits within the children's creativity and enterprise as their thoughts were not confined in a small and similar space, or even in the same four walls, the children were in fact encouraged to think outside the box by using their senses to feel and see what was north and what was south, as well as using their imagination and creativity skills to think of the places and things that might also be there (Houghton and Worroll, 2016). For example, if the compass showed the children that the woods was in the North, they would then have to use their imagination and enterprising skills to think of things they could find in the woods and also, what they could make or build with the objects or items they could think of.

However, it has been portrayed that to form a complementary teaching and learning experience, these 'outdoor opportunities need to be provided alongside indoor play opportunities' (Harriman, 2006, p. 4). When thinking of myself as a creative teacher, it could be suggested that although I provide children with these vital learning experiences that allow them to explore their creativity and imagination, I lack in providing an entrepreneurship education in which children can prepare and develop the skills, knowledge and attitudes to becoming a responsible and enterprising individual (European Commission, date unknown). Personally, I feel that this is due to being a good convergent thinker yet lacking in creativity when it comes to being a divergent thinker, who can come up with multiple ideas and solutions to children's learning (Creative huddle, 2013). This has been visible within my two years of professional teaching experience (PTE) as although I demonstrated the ability to use the outdoors as a useful learning experience, I lacked in creativity when it came to creating learning experiences based in several different places and in several different ways, such as creating an engaging hook (appendix five).

Although I was able to meet the thread 'reflect' on these learning experiences by assessing where I need to improve and how to foster the children's creativity and enterprise through their experiences, such as meeting my target by introducing a useful hook in my Key Stage Two class, I improved my teaching through suggestions from my tutor, rather than from my own divergent ideas (appendix six). Therefore, in order to progress and improve my level within learning through experience in the Entrecomp framework, it is crucial that I create and think of creative and engaging learning experiences within both phases of the primary school, by firstly, developing my own creative identity through a process of transformation and change but most importantly, by allowing an element of risk to take place within my teaching which comes with encouraging children to try new things and go to new places (Woods and Jeffrey, 1996)

(appendix seven). As well as improving my own style of teaching, my main aim within my improvements is to develop all learner's emotional attachments to their learning and motivate them to explore through the world of their own imagination, thus leading to children making sense of the world and using their new knowledge and skills to create ideas and products that will help them in connecting to society when entering the world of life and work (Cooper, 2004; Donaldson, 2015).

Even though reflect is a thread within learning through experience, the Entrecomp Framework has an additional competence which links to reflection, stated as 'self-awareness and self-efficacy', which is based heavily on one's belief in their own ability, how they can continue to progress and identifying strengths and weaknesses in their peers and themselves for short and long-term outcomes (European Commission, 2016). This is an aspect of my own teaching where I am able to identify particular strengths in enhancing the creativity and enterprising skills of the learners and myself as I feel confident that I can 'imagine an ambitious future for learners' which allows me to reflect on the children's learning capacity instead of their ability and put learners at the heart of a pedagogy that has no limits (Peacock, 2016, p. 18).

Within my second PTE, I introduced my own assessment for learning (AFL) strategy called 'FACES' which allowed the children to assess how they felt they completed the tasks within each lesson, in order to drive their learning for the next lesson by not only what I do in the classroom, but also by what they do (Black and Wiliam, 1998) (appendix eight). This is an aspect of my own teaching which meets the thread 'identify strengths and weaknesses' within the self-awareness and self-efficacy competence, through the use of my own reflection on the teaching and learning that takes places within each lesson, but mainly by reviewing the children's progression and achievement throughout the lessons from the feedback and reflection that they have provided (European Commission, 2016, p. 27) (appendix nine). According to Gardner (2012) a teacher consulting their students about their own learning, including both their own strengths and weaknesses and that of the teacher, is crucial within the children's next steps in all areas of their development, thus including creativity and enterprise.

However, one area within my own teaching that needs to be improved is how to use the children's reflection and feedback to use my 'own inherent and learned creativity to make learning accessible' for all learners, especially the lower and higher ability groups (Barnes, 2011, p. 10) (appendices 10 and 11). It became evident that setting challenges for the children of higher and lower ability was an area which needed significant improvements throughout my

teaching, however, I feel that it is an area of teaching which has the capacity to significantly develop the children's creative and enterprising skills. This is supported by Wiliam (2009) who implies that by raising children's achievements through the outcomes of successful AFL, we are aiding our learners to become entrepreneurship citizens within today's society.

Therefore, my main target for building the children's creativity and entrepreneurship education is to teach the children to be able to use their own reflection to learn from their mistakes and their weaknesses (Gershon, 2013). Firstly, to enhance the creativity and enterprise skills of the higher ability learner's, I will use their feedback from the previous lesson, to identify their weaknesses and thus encourage the children to complete 'five-minute challenge time' based on Howard Gardner's Multiple Intelligences theory.

His theory supports the idea of an entrepreneurship education as he states that these intelligences allow children to develop 'the ability to solve problems or to create products that are valued within one or more culture settings' (Pound, 2010, p. 89). In order to foster the children's creativity and enterprise throughout these challenges, the learners will need to use their creative insights within the area's of multiple intelligences that they thrive in, but also within their areas of weakness, to use the creative possibilities that already exist within their idea's and apply them to issues or area's of their learning and skills that can develop further (Robinson, 2017). For example, a higher attaining pupil may thrive within linguistic or logical-mathematical intelligence but may lack in creative ability when it comes to spatial or naturalist intelligences. It is then the responsibility of the teacher to ensure that the children can express their creativity through all aspects within Multiple Intelligences, by setting challenges that link their knowledge from the lesson to that intelligence and also by encouraging and motivating the learners to use their imagination and current skills to progress and develop their existing knowledge through these different creative methods of learning (Pound, 2010). Therefore, although Multiple Intelligences cannot be tested or assessed, when blended within the Entrecomp framework, the two theories or models of creativity can present a clear understanding of the children's creative and enterprising ability (Smith, 2002, 2008; Pound, 2010).

Nevertheless, to encourage the lower attainment pupils creative and enterprising skills to thrive, I will still use the children's own reflections of their strengths and weaknesses to set challenges based on Howard's Multiple Intelligences theory, however, due to their attainment levels being lower, I will also work towards further developing another competence from the Entrecomp

Framework that I have already started to apply to my teaching, by developing my own ability of ‘working with others’ in order to provide the best help and support for the children within their challenges (European Commission, 2016, p. 33) (appendix 12).

However, it is crucial that the teacher and the support staff do not teach the children non-creative behaviour, but that they provide the correct support for these learners by encouraging their creative thinking and behaviour through the use of their own imaginative approaches to interesting learning (Land and Jarman, 1998; NACCCE, 1999). The practitioners should provide the children with reflection time, where they are able to gather their own thoughts and share their ideas with the support staff, however the practitioners should only steer the children into a creative and enterprising mindset and then motivate the learners to complete the challenge independently by using these imaginative ideas (Nottingham, 2013). For example, if a lower attaining pupil has been set a musical challenge to enhance their learning in a specific subject area based on their feedback from the previous lesson, but musical intelligence is an area of Multiple Intelligences which needs improving, then the practitioner and support staff should work together to listen to and provide the learner with the confidence to trust their own musical abilities and ideas in completing the challenge in a creative and different way (Pound, 2010; Hattie, 2012). Therefore, instead of limiting the children’s creativeness and entrepreneurship education, all members of staff within the classroom are listening actively to the multiple different areas that the children have, they are teaming up with one another to develop their own attitudes towards these suggestions and are working together to achieve a challenging and value-creating activity for all learners to express their creative and enterprising skills to their full-potential (European Commission, 2016).

In conclusion, the Entrecomp Framework sets a clear foundation for future practitioners to be creative and innovative by encouraging them to generate the courage towards exploring ideas and opinions within themselves but also within their learners (Donaldson, 2015). However, the Entrecomp Framework was established for the purpose of achieving creativity and entrepreneurship within the business industry, not within education (European Commission, 2016). As a result, the 15 competences within the Entrecomp conceptual model propose a strong and stable structure for practitioners to apply and develop creativity in themselves and their learners, as each of the competences links to areas within the curriculum and the teaching professional as a whole (appendix 13). However, it became very difficult to apply the levels within the actual framework to the outcomes which a teacher should be achieving, and even more so, causes challenges for teachers in assessing their own creative levels and especially,

assessing how this has developed and fostered the children's creativity and enterprise (European Commission, 2016).

Nevertheless, established previously have been creativity models designed specifically for the educational profession, such as the 'creative teacher' which has the main aims of fostering creativity through teacher quality, school ethos and impactful pedagogical styles of teaching and learning (Barnes, 2011, p. 172). Alongside this is 'the creative state of mind' model which acts as support for teachers in how to achieve these aims by suggesting that in order to be a successful creative and enterprising teacher, a teacher should be original, make connections, take ownership and be curious through asking questions (Barnes, 2011, p. 173). This is supported by Einon (2002) who suggests that questioning can direct a child within their learning, however, it is important to always encourage curiosity through their answers and their activities. By doing so, the future should consist of learners who are encouraged to think of original ideas that have value, use their imagination as the root of their creativity and to become fresh thinkers who can critically judge their ideas and designs (Robinson, 2015).

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Appendices

Appendix one – What if poster from the what if competition



Appendix two – E-mail of feedback from lecturer Mathew Jones on the what of poster

<| v Sweep Move to v ... Undo Try the new Outlook



Jones, Mathew

Wed 14/11/2018, 10:14

Megan Thorne-williams (1600322); Tom Cox v



Reply all | v

Bore da Megan.

I hope you are well. I just wanted to say that though your idea didn't make the top 4 vote wise, it had a load of votes and more importantly really made an impression with both Kathryn and Anne who were really impressed with the concept. I just wanted you to know. Well done and thank you!

Cofion

Mr Mathew Rees Jones

Dirprwy Cyfarwyddwr HCA / Assistant Director of ITE

Yr Athrofa: Institute of Education CAADOC- SWWCTE

Prifysgol Cymru Y Drindod Dewi Sant / University of Wales Trinity St David

01267 676810 Est. Mewnol / Internal Ext: 6810

Mathew.jones@uwtsd.ac.uk

Trydar/Twitter

[@Dilynwr](https://twitter.com/Dilynwr)

Appendix three – Foundation phase formative assessment by Sioned Hughes from PTE one, highlighting the benefit and good practise within the outdoor learning environment to enhance creativity and enterprise within QTS standard S3.1: Teaching, Planning, Expectations and targets.

S3.1: Teaching: Planning, Expectations and Targets

Excellent

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

You have the ability to plan exciting, engaging and authentic activities for the learners with clear learning intentions and appropriate to the needs of the learners, e.g. using the outdoors to develop numeracy and geography skills (compass, directions). A very detailed lesson plan was produced today together with high quality resources. You have a very clear awareness that learning objectives focus on what children will learn rather than what they will do - evidence seen in lesson plans, e.g. specific skills to develop - excellent feature. You also have a very clear awareness of individual needs and targets - clear success criteria noted on today's lesson plan. Good evidence of planning for the LNF was also seen in lesson plans in PTE file, especially numeracy- excellent feature. Targets for improvement and suggested ways forward: - To further develop your understanding of differentiation when planning lessons, especially for the MAT learners.

Appendix four – Foundation phase formative assessment by Sioned Hughes from PTE one, highlighting the benefit and good practise within the outdoor learning environment to enhance creativity and enterprise within QTS standard S3.3: Teaching: Teaching and Class management

S3.3: Teaching: Teaching and Class Management

Excellent

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

You demonstrated effective delivery and creation of learning environment during the observed lesson today, e.g. clear method of control and able to direct comments towards individuals to ensure engagement. The learners enjoyed 'hiding Gerry giraffe' activity during the introduction and they were able to recall excellent knowledge and understanding of positional vocabulary and directions. You also showed clear ability to guide and support additional adults effectively, ensuring optimum support and challenge for all pupils - excellent feature. You are also beginning to recognise the power and effectiveness of positive praise during teaching, e.g. the use of pompoms. Good evidence was also seen of effective questioning to promote higher level thinking during the outdoor activity, e.g. 'I wonder if they.....'. During the lesson and in your PTE file appropriate organisation and management skills within a range of physical teaching spaces, effectively using tools, materials, texts and other resources safely and effectively was seen, e.g. bee-bots; directions cards; compass; i-pads; outdoor activities (focus task/ independent task). Effective use of additional adults were also seen during the observed lesson, e.g. clear guidance given prior the lesson. Targets for improvement and suggested ways forward: To continue to explain and model activities clearly for learners, e.g. expectation when working as a group/success criteria.

Appendix five – Foundation phase formative assessment by Tom Cox from PTE two, highlighting the limitations and improvements within my own teaching to create creative learning experience for the children under QTS standard S2: Knowledge and Understanding

S2: Knowledge and Understanding: Very good

Meg, you demonstrate a very good understanding of the NC requirements specific to the development of the LNF. You are starting to contribute to learning and teaching in a widening range of areas of learning. This has helped develop your knowledge and understanding of not only the content of NC areas but also the appropriate pedagogy to facilitate the learning of this range. Meg, throughout today's session you demonstrated a developing good knowledge of what an effective lesson must include in order to be successful. These ranged from appropriate use of ICT and Welsh to paired work and active learning. I would encourage you to now move forward by trying to place the learning in an even more creative and engaging experience, utilising a lesson hook with a real wow factor.

Appendix six – Key Stage Two formative assessment by Tom Cox from PTE two, highlighting the improvements and ability to meet set targets within my own teaching to create creative learning experience for the children under QTS standard S2: Knowledge and Understanding

S2: Knowledge and Understanding: very good

Meg, you demonstrate very good knowledge and understanding of what is required for an effective Key stage two learning experience, ensuring where possible, very good pedagogy is utilised. This was evidenced today with the inclusion of the activity that utilised the outdoor environment, appropriate 'hands on tasks', clever challenges and engaging hooks. I was very impressed with your knowledge and understanding of 'multiple intelligence' today and the potential role it could have in the learning environment. I look forward to seeing how you develop this further. This was one of the strengths of the session. I was pleased with your appropriate working knowledge of the Christian faith and how you made this accessible for the children. Again, I was extremely impressed by your understanding that pupil's need to be 'hooked' into a learning experience and you made every effort for this to happen today with the three video blogs from 'Environmental Eddie'.

Appendix seven – ARC reflection from my Foundation Phase observation highlighting how the lesson could have been improved to further develop my own and the children's creativity and enterprise

Dyddiad/Date: 22/11/17

Digwyddiad critigol (Ffocws)/ Critical incident (focus): Literacy (retelling)

Teimladau/ Feelings	Overall, I am very happy with how today's literacy lesson went as this was my observation lesson and it was very nervous at the beginning of the lesson. The children seemed to be engaged throughout the whole lesson and worked well on the tasks that had been set for them.
Cofio a Deall/ Remember and understand	Went well: -The children were all engaged during the introduction when we played secret squirrel. -The children in all ability groups were able to meet the success criteria by sequencing and retelling the story. -The behaviour chart was useful for ensuring good behaviour throughout the lesson. Disappointing: -Only one thing had actually benefitted from the first, next, then, last activity in the introduction
Gwerthuso a dadansoddi/ Evaluate and analyse	Keep the same: -I will still use butterfly pairs to split the children into groups/pairs. -I will still include an activity within the introduction, although it would include more children. -I will still use the behaviour chart Cause: -The activity was only completed by one child.
Casgliadau a chymau gweithredu/ Conclusions and actions	Solutions: -Within my introduction, I need to introduce an engaging hook which shall create a creative learning experience for the children and ensure they all benefit from the mini challenges that can be set around the experience. Next: -To use the first, next, then, last activity within each group during the introduction. -Think of a hook which can encourage the use of creative challenges for the children.

Appendix eight – FACES assessment for learning (AFL) strategy which encouraged the children to reflect on their own learning



Appendix nine – Foundation Phase formative assessment from my class mentor from PTE two, highlighting the benefits of using the FACES AFL strategy on my own reflection and that of the children's.

S3.2: Teaching: Monitoring and Assessment

Excellent

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

Your assessment is targeted effectively to meet individual needs and enhance pupils' learning experience and are gaining confidence when considering the next steps. This week you have worked hard to utilise what you have learnt from the 'faces' AfL strategy by planning activities to either recap, consolidate or challenge pupils. You demonstrate clear recognition of the link between evaluation and future planning and are very aware of your own progress – including targets for improvement and training needs. As mentioned above you have effectively involved learners in the assessment process using some very good AfL strategies. As discussed today, when checking understanding of verbs, nouns and adjectives on the carpet you could have used the thumbs up/down strategy to help you identify learners who may have needed support during the session. Instead of a display you chose to create a learning journey to celebrate learning based on the book 'The Three Little Wolves and the Big Bad Pig'. This was completed to a high standard and you also included the LO, SC and a brief description of the task. You respond well to pupils' work orally and in written form ensuring that they are given a pink and green comment.

Appendix 10 – Feedback page from my ARC which shows one limitation of self-awareness and self-efficiency within my teaching is the ability to challenge more able and talented learners

JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

SUBJECT: " " " "

Teacher feedback:

1. Level my questions, Target met: 29/01/18
2. Double-check knowledge
3. Push higher ability.

Personal target: Target met: 29/01/18

1. To plan challenging lessons / activities for the MAT learners.

Pupil voice:

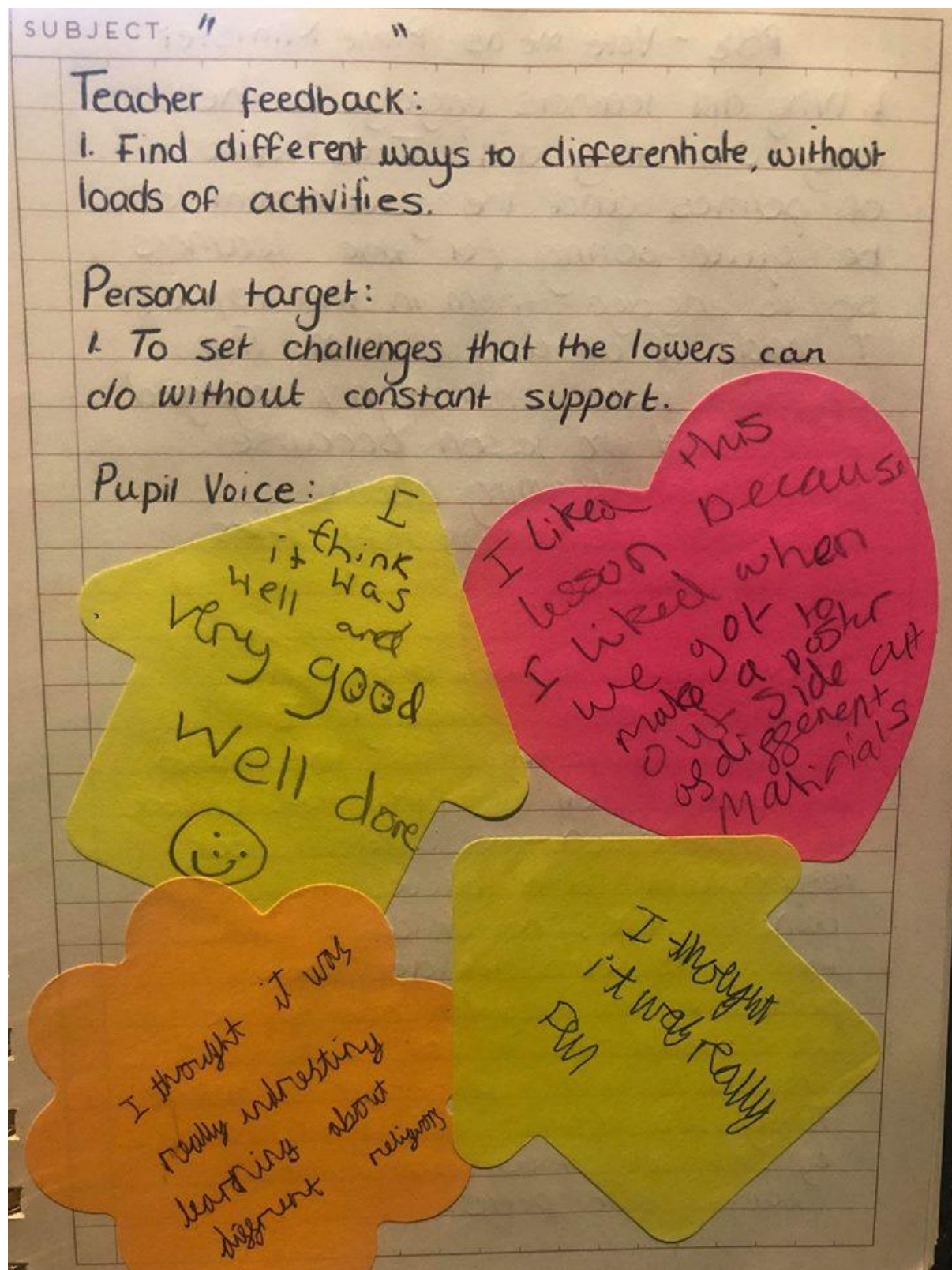
IORI HARTS

It was
fun because
it was about
Christianity
Toby

TOBY HATCH

Iori
I really enjoyed
it because we
learnt more
about Epiphany

Appendix 11 - Feedback page from my ARC which shows one limitation of self-awareness and self-efficiency within my teaching is the ability to challenge the lower ability children efficiently



Appendix 12 – Summative assessment from my first PTE, showcasing my ability to work alongside others through QTS standard S1: Professional values and practise

Excellent

S1 - Professional values and practice

Megan has been an asset to this class (4SW) and it has been a pleasure to work alongside her. She is positive, enthusiastic and good humoured, all the trademarks of a fine teacher. You have made a very good start to your first teaching placement in a junior class. Megan is quick to evaluate herself and any aspect of her lessons - positive or weak. She has built up a good relationship with all members of staff and children that she has encountered. Megan carries out all the duties of a class teacher and has been keen to contribute to the overall life of the school from assisting with school concerts and supporting children on stage when needed, to helping out with after school clubs such as netball. Keep up the excellent work and positive outlook!

Appendix 13 – The Entrecomp Conceptual model which demonstrates that the 15 competences relate to areas of teaching and learning in the current and new curriculum

