

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%
	☐	☐	☐	☐	X	☐	☐
2. Intellectual Skills (Analysis)	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	X	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	X	☐	☐	☐
4. Key Transferable Skills	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	X	☐	☐

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 used a range of literature and used a variety of sources. I also feel that I have included a variety of different experiences of professional teaching practice and have used lots of evidence to support.	I feel that I could have used more of a critical response in the sense that I could have used more theories and research to support each other and against each other.

Student's Name	Ceirios Matthews	Date	15/12/17
Student's Signature	C.A.Matthews		

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

‘Imagination is the root of creativity’ (Robinson, 2015: 118) and Wilson (2005: 19) agrees with Robinson as he believes that teaching creatively requires ‘imagination, inspiration, preparation, engagement, improvisation and interactive relationships’. Creativity allows us to use our imaginations, think freely, step outside our comfort zones and take risks. ‘Creativity is about fresh thinking’ (Robinson, 2015: 119) and learn in different environments. Teachers need to provide different strategies and hooks to engage learners and to motivate them to want to learn and be enthusiastic about learning.

‘Our creativity helps us to see the world in different ways and to make new connections with what we know and feel’ (Bruce, 2011: 8), and as teachers, we should be providing learners with creative ways of seeing the world through a range of different perspectives and making connections from cross-curricular learning.

Creativity is ‘part of everyone’s development and learning’ (Bruce, 2011: 55) but it seems to be vanishing in education due to standards. Desailly (2015: 2) agrees with this as ‘classroom magic have often seemed at odds with the drive to raise standards’. Standards and skills should be met through creativity, allowing learners to gain knowledge and understanding through memorable lessons and experiences. Ofsted (2010) observed schools doing effective creative teaching to raise standards in education. This report shows that creativity can be used whilst achieving standards and it is also very effective for breaking down barriers to learning and to improve the achievement of the learners.

Donaldson (2015) refers to the term ‘creativity’ 18 times in his Successful Futures document and the word ‘creatively’ appears 59 times. Donaldson has reaffirmed the importance of creativity in the development of our learners. As teachers, we need to ensure that our learners are becoming 21st-century learners by understanding the importance of creativity and problem-solving. As Priestley and Biesta (2014) suggest, learners should be learning towards what they should become in the future, and learn skills that will be of benefit to them. Therefore, by teachers being creative and allowing the learners to have a range of experiences, they are preparing their learners for the future and they are providing them with the best stepping stones to success.

The Entrecomp framework is all about assessment, and in education, teachers can use this framework to level themselves and learners on different competents. The Entrecomp is made up of the 3 competency areas which are into action, resources and ideas and opportunities which include 15 competencies. These competencies are not all aimed at education, but some can be used within the education sector. Each individual competence has their own progression levels and has their own learning outcomes. This allows individuals to use this framework to level themselves and see how they can progress against this model.

The aim of the framework is to create a bridge between the world of education and the world after you have left education and start working. The ideas and opportunities competence look at how individuals can use and develop their imagination, to be creative and purposeful and to have a vision and to follow it. Whereas the resources competence looks at how to develop your own self-belief, your motivation, and your understanding of value. Finally, the into action competence focuses on your initiative and how to change direction and value those decisions (Bacigalupo et al., 2016: 12-13).

1500533

The first competence I would like to discuss is the creativity competence which is in the 'ideas and opportunities' area. I also believe that creativity could fit into the resources and into action area as well because creativity is a way some individuals use to show their emotion, and everyone uses creativity in a variety of different ways. I have found that I am most creative with things that interest me. When I teach welsh and ICT, I don't seem to have trouble finding creative learning activities.

As you can see in appendix 1, there is an end of week review where I identified how I observed and used that to progress and my classroom teacher agreed with what I had said. It looks at how I could be developing the learners Welsh and I was doing this by observing what Welsh language they already had. I also noted in the end of week review that the following week, I was going allow the learner to use iPad's on an application called 'WordFoto' to create a part of their Mother's Day cards (appendix 2).

In appendix 3, you can see my formative assessment where it states that when I have the subject knowledge I can motivate learners and engage them, and it also states that I used an ICT appropriately. I believe that I used it appropriately and effectively because I have an interest in that area and that comes across in my teaching.

Also in the end of week review, I wanted to develop the learners' creative development when creating their Mother's Day cards, but I felt that when creating the card, I had no ideas on what they could do, therefore I had to seek the advice of my classroom teacher. Personally, I feel that I am not very creative when it comes to art and design lessons and how to make them engaging and motivating. I felt that asking the classroom teacher for support was the best thing to do as we need to engage learners in their learning. As stated by Johnson (2015) 'creative teachers deliberately spark interest, curiosity, and real-world application of knowledge', and I needed support in sparking the interest in the learners and getting them to be curious about what we were going to do next.

The Torrance Test of Creative Thinking (Boersma, 2017) is a test of creativity which involves tests of divergent thinking. There are five attributes to this test which include fluency, flexibility, originality, elaboration, and openness. This test offers an insight into the creativity of the individual. A moderately creative person 'will produce a few ideas that tend to be similar to one another' whereas a highly creative person 'will often generate a larger number of original ideas that will be diverse in nature'. I engaged with the online Torrance Test to see how creative I was (please see appendix 4) and my score was 51.81 out of 100. My lowest area of achievement was under the boldness strand and I agree with this completely because when I am teaching I need to become bolder and be more confident in myself and not be afraid to be creative and task risks.

To develop my creativity as a teacher, I can practice putting an object in front of myself, for example, a teddy bear, and think of as many ideas as I possibly can to do with this item in a certain timescale. After doing this a couple of times, I will hopefully start to think freely. I will know when I have improved my creativity when I can think of ideas straight away and when I can think of ideas quicker. Also, I will know if I have developed my creativity when I am teaching, as I will be able to use my creativity to gain curiosity and will be able to use a variety of different methods and strategies.

The second competence I would like to discuss is motivation and perseverance which is in the 'resources' area of the Entrecomp framework. This competence looks at 'staying focused and don't give up'

(Bacigalupo et al., 2016: 14) which suggests that individuals should be prepared to turn ideas into actions and to be resilient and patient.

I showed perseverance (please see appendix 5) whilst teaching a lesson as I wanted to do everything I could to ensure that the learners had a strong understanding of the topic to give them the best opportunity whilst doing this task. I also wanted to ensure that I was motivating them to want to use their imaginations to create a myth/legend themselves.

One of Costa et al. (2000) sixteen habits of mind is 'persisting'. It states that the habits of minds are 'life relate skills' and persisting is number one as individuals need to 'remain focused' and 'follow through to completion'. As stated by Carty (cited in, The Institute for Habits of Mind, 2017) 'Be like a postage stamp - stick to one thing until you get there'. This is very true with teachers and with myself as you cannot promise things to learners if you are not able to carry them forward or move their learning forward with what they would like to do. As Michael Jordan said (cited in, The Institute for Habits of Mind, 2017) "I've failed over and over again in my life and that is why I succeed." Therefore, persistence is key to success. If I feel like giving up, then I need to push myself harder to brake through that barrier as we learn from our mistakes and we can only get better and stronger as an individual and as a motivating teacher and a role model to the learners.

How do we foster motivated, dedicated learners? And prepare them to overcome the unforeseen challenges of tomorrow? Inspirational people are not those without obstacles. They are those who struggle, who dream, who persevere despite their obstacles. They are those who fail but get back up again. We did not decide to be teachers' because we thought it would be easy. I did it because I know that every challenge I come across will be worth it. As stated by Yeats (cited in, Moore 2010) 'Education is not the filling of a bucket, but the lighting of a fire'. If we are confident in ourselves and are motivated about learning, then our learners will be motivated too. Whatever you put your mind to, you can be the best at anything you do.

When looking at how I can assess my motivation and perseverance, I looked at the Entrecomp framework. I would put myself on the intermediate strand on level 4. I would place myself here because I can 'maintain effort and interest, despite setbacks' and I am also 'willing to put the effort in and use resources to overcome challenges and achieve my goals' (Bacigalupo et al., 2016: 30).

To progress on my motivation and perseverance, I will ensure that I inspire others to work hard at what they want to achieve and not give up as there is a light at the end of the tunnel and I will also ensure that I aim for achievement and ensure that I believe in my ability to achieve.

I am going to do this by ensuring that I have a positive outlook on everything and ensure that I try and do my best at anything I want to do even if there are a few setbacks on the way. I will also ensure that I help others achieve their goal and give them the steps they need to achieve. I will know when I have achieved the next level when I can confidently say that I have given someone the steps to achievement and they have broken through the barriers they thought they could not do before. I will also ensure that I am resilient and make sure that I have a list of things that I need to do a day to ensure that I do not have any setback and I am managing my time wisely.

The final competence I would like to discuss is the working with others competent which falls under the 'into action' area of the Entrecomp framework. This competence looks at how individuals work

1500533

collaboratively and co-operate with each other to develop ideas and problem solve together. In teaching, this can be working collaboratively with learners, staff, parents, other schools or outside agencies.

From looking at my formative assessment (please see appendix 6), I feel that I am quite confident in working with others, as I was able to build a strong working relationship with the members of staff in the classroom and with the learners. By having a strong working relationship with the additional member in the classroom, it allows you to feel more confident whilst teaching and they will know what their role in the classroom is whilst you are teaching the class. This will allow the lesson to run smoothly without confusion or disruptions. As stated by Keller (2013) 'alone we can do so little. Together we can do so much'. This is very true for teachers as there is so much to do and not very much time. Therefore, the support staff around you are key, and it is beneficial to have a good relationship with them.

I have used the Entrecomp framework to level where I feel that I am currently with working with other. I feel that I am under the advanced strand on level 5. I believe that I am currently on this level because I can 'use my network to find the right people to work with me whilst creating activities'. I feel that I have achieved this because I get to know the support staff and I identify their strengths and weaknesses which allows me to use their strengths to my advantage.

I do not feel that I can 'describe different techniques for managing relationships' yet and I would like to focus on this next. I am going to develop this by ensuring that when I am out on professional teaching practice that I ask the staff what techniques they have when it comes to relationships with children and other members of staff and parents. I will also do my own research by observing whilst on placement and also by searching the internet and asking fellow peers and lectures.

I will know when I have achieved my targets when I have a list of techniques and strategies for different relationships which I can use on placement to see if they work for myself and if they do then I can start implementing them in my teaching and whilst on placement I can put strategies in place.

To conclude, I would like to ensure that I progress with these competencies as it will enable me to become a more motivated and resilient teacher and I will become a positive role model to the learners. The Entrecomp framework is a very good tool which I will suggest to teachers as it allows teachers to assess learners in areas that normally we do not assess. On the other hand, there are other ways of assessing our learners, for example, the Torrance creativity test. Without creativity, motivation, perseverance, and collaboration, learners will not be ready for the world of work and will not be able to become lifelong learners. We as teachers need to provide learners with a variety of opportunities and experiences which will allow them to be imaginative and creative which will allow them to be persistent.

Word count: 2,484 words.

Reference list

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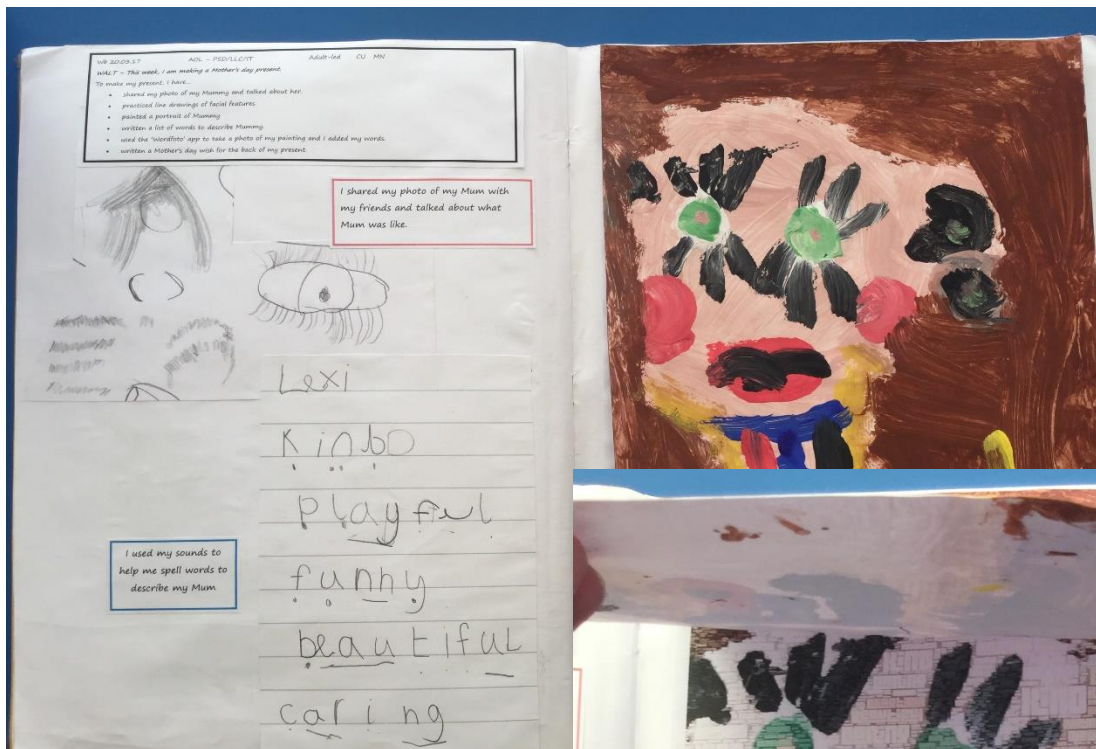
Appendix 1

Week: 1 (2) 3 4 5 6 7 8 9 10 (circle as appropriate)																																			
Current personal training target/s: ➤ To use more Welsh in the lessons/classrooms. ➤ To gain experience of rotational teaching in the foundation phase.																																			
What progress have you made against your personal training targets during the past week? During the past week, I have been listening carefully too see what Welsh language the teacher uses in the classroom and also what Welsh language the children use in the classroom and around the school. I have also been a part of rotational teaching by observing group and looking at the children's personal targets in language and mathematics one by one and in groups throughout the week. Also, by doing this, it gave me a chance to get to know the children personally.																																			
How do you know? (Provide a summary of your achievements) During the week, I created post it notes with the Welsh used in the classroom and put them at the front of my PTE file where they are easily accessible and easy to see for me to use. I have also been making sure that I think before I say anything to the children to see if I can say it through the medium of Welsh instead. I have also made observational notes of how things work around the classroom – routines. Also, I have taken part in doing targets with the children and also taking a part of daily routines such as doing the register.																																			
Evaluation against QTS standards (to be agreed by both trainee and mentor):																																			
Trainee signature: C.A.Matthews Mentor/Senior Mentor signature: J. Thomas Date: 10/03/2017																																			
<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td colspan="5" style="padding: 5px;"> <i>E – Excellent, G – Good, A – Adequate, U - Unsatisfactory (Significant Improvement Required)</i> Please tick appropriate judgements </td> </tr> <tr> <td style="width: 10%;"></td> <td style="width: 15%; text-align: center;">E</td> <td style="width: 15%; text-align: center;">G</td> <td style="width: 15%; text-align: center;">A</td> <td style="width: 15%; text-align: center;">U</td> </tr> <tr> <td style="text-align: center;">S1</td> <td></td> <td style="text-align: center;">x</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">S2</td> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td style="text-align: center;">S3.1</td> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td style="text-align: center;">S3.2</td> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td style="text-align: center;">S3.3</td> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> </tr> </table>	<i>E – Excellent, G – Good, A – Adequate, U - Unsatisfactory (Significant Improvement Required)</i> Please tick appropriate judgements						E	G	A	U	S1		x			S2			x		S3.1			x		S3.2			x		S3.3			x	
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What are your next areas for development? Set personal training targets for next week. • Establish teacher voice so that I am in charge at all times. • Ensure that positive reinforcement in being used – stickers, house points. • To continue working on my above targets.																																			
Which QTS standard/s do your targets relate to? • S3.3.9 - They set high expectations for learners' behaviour and establish a clear framework for classroom discipline to anticipate and manage learners' behaviour constructively, and promote self-control and independence.																																			
How exactly will you achieve your targets? ➤ During the week, I will be responsible for a group. ➤ I will be developing the children's PSD when we do circle time.																																			

1500533

- I will be developing the children's Creative development when we are drawing shapes during circle time and when we are painting a picture of our mothers.
- LLC – Adjectives & phonic spelling when the children are deciding words to describe their mothers to put onto the iPad to create their Mother's Day card.

Appendix 2



Appendix 3

Formative assessment – Year 3 class.

S2: Knowledge and Understanding

Good

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

There is evidence of an ability to use own subject knowledge in an appropriate way to motivate learners. Personal research supports planning and teaching.
There is evidence of a good awareness of appropriate learning and teaching approaches and also mirroring the class teacher's methodology.

S3.1: Teaching: Planning, Expectations and Targets

Good

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

There is evidence of an effective approach to teaching and learning based on appropriate use of resources (including ICT), so that learning objectives focus on what children will learn rather than what they will do. The planning is detailed and includes all the required elements.

Oral Feedback

29 / 02 / 2016

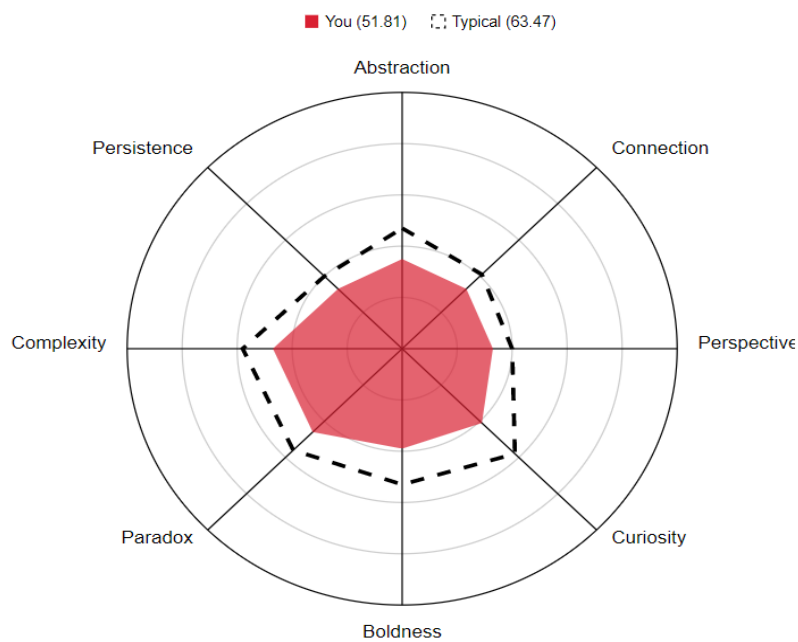
Written Feedback

01 / 02 / 2016

<http://www.testmycreativity.com/>



Your creativity score is **51.81**



Explanation of different metrics

Abstraction The ability to abstract concepts from ideas

Connection The ability to make connections between things that don't initially have an apparent connection

Perspective The ability to shift ones perspective on a situation - in terms of space and time, and other people

Curiosity The desire to change or improve things that everyone else accepts as the norm

Boldness The confidence to push boundaries beyond accepted conventions. Also the ability to eliminate fear of what others think of you

Paradox The ability to simultaneously accept and work with statements that are contradictory

Complexity The ability to carry large quantities of information and be able to manipulate and manage the relationships between such information

Persistence The ability to force oneself to keep trying to derive more and stronger solutions even when good ones have already been generated

Appendix 5 – Task reflection

Task : Read/tell a story to a group of learners
Year Group: Year 3 Date: 02/02/2016
General Overview: Observe the learner's response and reflect on the impact of the activity on the pupils.
Comments/Response: As they were writing their own myth/legend stories I decided with the class teacher that it would be a good idea to read a myth/legend to them. This would then give the children a few more ideas about how they can go about writing theirs. They had already read the story of Gelert so I decided to read them a part of Branwen. I wanted to ensure that the children had a good understanding of how to write a myth/legend by hearing a range of different ones which could spark their ideas further. At the end of the day I read the story of the whiteboard to the whole class. Branwen is a welsh myth/legend so it was great to bring in a traditional myth/legend. The children listened very carefully and they read along of the whiteboard. I stopped half way through to ask them a few questions in case they were unsure of what the meaning of some words were, but I was very surprised with the knowledge some of these children have. After reading the story I asked the children questions about the story to see how much they remember and too see who was actually listening. I asked them questions such as 'who was Bendigeidfran?' This activity went down well as they knew the answers to every single question I asked but struggled to say the names of the characters. The children then got the opportunity to come up to the interactive whiteboard and drag adjectives down to the correct characters (describing them). We also played a synonym game on the interactive whiteboard to do with the story. I decided to do this as the children were learning about how to describe their own characters and also learning about synonyms. The children really enjoyed this lesson as they were enthusiastic and a few of them come up to me at the end and said that they really enjoyed that lesson and they love using the interactive whiteboard. I found reading a story to the whole class at the start very scary but with the teacher at the back of the class and the children on their best behaviour they put me at ease. As the activities went ahead the children were so enthusiastic and wanted a go that it was very enjoyable and I did not want the lesson/day to come to an end.

Appendix 6

Formative assessment

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

You are developing a growing level of independence when planning. We discussed this lesson before you planned it and I helped you to group the children appropriately. You then planned and resourced your lesson and the LSO lesson by yourself – well done. You accept advice readily and you are willing to change your approach as necessary. You discussed today's lesson with the LSO and gave her a lesson plan and resources. You have a caring manner towards the children and speak in a very calm and controlled manner. The children are responding very well to you. You have said that you will return to act as a group leader on our trip after your placement has finished – thank you. Way forward - continue to develop independence when planning, assessing where the children are starting from and where you want them to go.

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

Once again Ceirios demonstrated throughout the lesson that she has established a strong working relationship with all children, as they responded well to her instructions and were all engaged in the learning experiences. She has also demonstrated effective engagement with support staff, as Mrs Lewis knew what she had to do with her activity. Ceirios has shown an ability to accept advice from mentors and tutors, and to work towards clearly defined targets for improvement. Her teacher voice was more apparent during explanations today and she structured the lesson with rotations following my advice on how to deliver the lesson. Yet I still feel that there is a need for Ceirios to be prompted when planning for and delivering her lessons. When it is her lesson, she needs to ensure that she is the person in charge and make sure that everything is in place for her lesson, e.g. resources, lesson plans for support staff, classroom organisation.