

Title: A description of the Professional Teaching Experience placement including location, the learner group(s) and any educational issues.



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Professional Graduate Certificate in Education (PGCE) (PCET)

Title: A description of the Professional Teaching Experience placement including location, the learner group(s) and any educational issues.

Module: PROFESSIONAL TEACHING EXPERIENCE [ECPT 6002 & 7002]

PROGRAMME DIRECTOR : MR MARK FLAGG

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A description of the Professional Teaching Experience placement including location, the learner group(s) and any particular educational issues.

This year I joined Postgraduate Certificate in Education (University of Wales Trinity Saint David). I wanted to follow this PCET course to help me improve in my work, especially how I should tackle students, problems that may arise from time to time and to understand better student's needs and behaviour. This will help me to be of better service to students and at the same time enjoy my work more, going home relaxed with less tension due to problems at work. Working as a lecturer in college fulfilled my dream, which was to teach, although not as I originally wished, but I can say that I am very happy with my job. Continued learning will enable me to gain the kind of skills that assist me in connecting to the world that my students inhabit. Introducing new experiences will help me to grow as a professional.

Work Placement Description

1.UWTSD Swansea Business School

Address: Powell St, Off High Street, 200M From Train Station, Swansea SA1 1NE

Courses and Study :International Hotel Management (BA) Level: 4

Modules :

- Hospitality and Guest Services
- Marketing Essentials
- Business Skills for the International Hotel Industry
- Entrepreneurship
- Organisational Consultancy

2.Ancient History and Egyptology Community Centre

Address: Cardiff Wales CF10 3AT UK

Courses and Study : World History, Social Studies, Communication Arts

Modules :

- Introduction to Ancient Egypt
- Ancient Egyptian Written Culture
- Ancient Egyptian Material Culture
- Death in Ancient Egypt: Image, Text and Archaeology

Personal Aims and Objectives for Work Placement

My main aims and objectives during my placement in the in the Business School are: to develop my communication skills; to gain an insight into working in an educational environment. This will allow me to increase my self-confidence and to extend my ability to work effectively as a member of a team. I wish to develop the knowledge of how to deal with disclosure should the circumstances occur. I would like to enter fully into the teaching experience, enjoying the successes and finding solutions to problem areas. I wish to refresh my understanding of fundamental concepts and to work towards mastering essential skills.

Work Placement Supervision and any Training.

- A. The Business College in Swansea provides prospective teachers with the opportunity to implement all they have learned throughout their teacher education PCET programme, supported by the Director of the College, Programme Advisers and classroom Cooperating Teachers. The competent cooperating teachers assess the needs and interests of trainee teachers, prepare a conducive learning environment and teach in a way that engages students in learning activities that stimulate their thinking skills. These are skills that the cooperating teachers help the student teachers to acquire .Support staff, together with the extra opportunities that the University provides makes it an excellent work Placement and training as part of my PCET ; I cannot praise the education provided by this University enough .
- B. The placement provides opportunities for teachers in training to observe the application of instructional and management techniques as modelled by the cooperating teacher. It assists them in making the transition from the role of student to that of professional educator by assuming all the daily responsibilities of a classroom teacher. Teachers in training have the opportunity to demonstrate their competence with their subject matter by planning and presenting lessons. They have opportunities to assess student learning using a variety of strategies and tools, including technology. Being responsible for planning, organising, managing and evaluating the complete daily schedule of the classroom provides invaluable experience. Preparing a portfolio to demonstrate their achievement and that of their students provides an opportunity for reflection on the entire professional experience.

Work Placement duties/responsibilities and how these evolved.

A. Communication

The first month of my Work Placement Experience was a good month. I settled in and felt happy that I was in the right place. Good communication skills are an important asset which every teacher should possess. How I communicate with my students determines how much they learn, and the type of relationship maintained with them. After my second month in the PCET program , I felt that I had acquired a few of these skills from the time I have spent in the classroom.

B. Attitude in class

I recognised the importance of a positive attitude in the classroom. Greeting the students with a smile and a joke in the morning sets the mood for their whole day. I think that this helped me to create a friendly relationship with my students. Asking

questions about what they had done after college the previous day or asking them to share any problems they had regarding their assignment was useful in maintaining this relationship. Taking a few moments in the morning to create a light atmosphere with the occasional joke helped students to relax and consequently they settled down more easily when the lesson started. A friendly attitude enhances the sense of trust in the teacher.

C. Non- verbal communication

In addition to talking to students, non-verbal communication is also a very important skill to achieve. During the past week I noticed that the students paid more attention when I was explaining something from the front centre of the class in front of the board, rather than at the back corner of the class next to the monitor. Because of this I found myself constantly shifting between the two. If I needed to use the monitor during the lesson I would constantly go to the front of the class when explaining. I also noticed that when I pointed to things such as pictures or particular words, the students remembered them more. My voice was also something which I observed. The students have now grown accustomed to my voice. They can tell by my pitch and tone whether I am joking or if I am getting angry. They know the voice I use when I am explaining or when I am asking them questions. My facial expressions and eye contact are also something which they have become used to. Some students have a habit of asking questions when I know that they know the answer, having just explained it. They just feel the need to keep asking questions. When this happens, I usually do not answer them and from the look on my face they can tell that it is silly of them to ask such a thing. All these are different types of nonverbal communication, which although not as obvious as verbal communication, are just as important and effective. I have noticed that there are teachers who come to college in the morning with a very negative attitude. I think that this is what makes their day less enjoyable. From my perspective, I have found the job to be extremely tiring but also very fun and rewarding. I look forward to the fun activities which the day holds and all the laughter I will share with my class.

D. Self-Evaluation and Reflection

I identified Time management as a weakness in both of my sessions. My failure to allocate time limitations for individual tasks resulted in detrimental effects to the student learning process. On the day of my classroom session I found that students were quite able when it came to answering questions, solving problems and finishing the tasks I set them with ease. I could have made the most of the time I had left but didn't. I did try and present quiz questions to the class, but these were answered instantly and so my session finished short. I should have quickly devised some other simple activities which would have taken little time to prepare, such as: post-it questions from the class to answer to the whole group; the explaining of past exam questions; giving brief overviews of the intended learning outcomes for the next couple of lectures.

The lesson plan goes from individual silent reflection to individual open reflection to a group "project" of sorts to finally end with a full-class discussion. My thought was that this would help students "ramp up" to a discussion by letting them think of and

develop ideas alone and in small groups together before bringing them up to everyone (and potentially having to argue over them with their classmates) I got the impression that everyone was happy with the initial analysis and sharing activity. I feel I could have made it a bit more organized, either by literally having everyone in a circle and just sticking to the order that students are sitting in, or by being a bit more focused with my groupings of responses. I am glad that students got a lot out of it, but I think it needs some tweaking to make it seem more cohesive and connected to the remainder of the lesson.

Summary

At the end of the academic year, I reflected upon these communication skills. I found that I was quite happy with the way I am communicating with my class. My tutor has also highlighted some of my communication skills and praised me for these skills which made me more motivated to keep perfecting my communication skills. I believe that good communication is what will teach the students what you want them to know. It also creates a positive vibe in the class room where the students feel comfortable speaking and being themselves.

Ultimately, I am quite happy with how my teaching presentation worked out. I think that it demonstrated the effectiveness in practice of what I had intended to do in theory when I wrote the lesson plan, combining elements of different teaching approaches into a straightforward, cohesive lesson. I am pleased that the full-class discussion of a text can remain intact in combination with other kinds of analytical activities; I am pleased that students got enough out of my lesson that they felt the desire to use parts of it (e.g. the character-focused small group activity) and I appreciate what I was able to learn from people's presentations, including elements that I can adapt to my own lessons. This was a good learning experience that not only left me with new ideas, but valuable experience that I can transfer to the classroom.

I want to thank the class and Professor Sample for a wonderful course this semester. Now I have new found knowledge and a huge number of excellent activities that I can utilize with my students .