

ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE OF TEACHER EDUCATION

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

Student name:		Student number:	
Programme:	BA Primary Education with QTS		
Module: *	Enterprising and Creative Teaching and 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

ASSESSMENT AND MARKING CRITERIA FOR ECAD5001/C ASSIGNMENT

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
	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
(Reading)						
	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
	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
(presentation of findings/analysis)						
(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)
	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>
	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
(professional reflection)						
(ethical conduct where appropriate)						
	0-3	4	5	6	7	8-10

Key/Transferable Skills	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
(Referencing techniques)	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

Student Self Evaluation Form

Student's Name	Taya Gallogly	Date	15.12.17
Student's Signature	T.Gallogly		

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			
Lots of evidence to support my critical analysis				More in depth knowledge of EntreComp			

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.

It is said that everyone is born creative, but by going to school we are educated out of it. Robinson states that we are educating people out of their creative capacities, we don't grow into creativity, we grow out of it. Or rather, we get educated out of it. (Robinson, 2006) Furthermore, Picasso supports this further by stating all children are born artists, the problem is to remain an artist as we grow. As practitioners, with the new curriculum coming in to place it is our job to help children become creative learners for them to succeed in the world of work.

Creativity is challenging to define with many interpretations, as well as an ongoing debate as to the importance of creativity in the classroom. Vygotsky states that creativity is present whenever a person imagines and creates something new, (Vygotsky, 2004:10-11) Craft states that creativity involves being imaginative, going beyond the obvious, being aware of one's own unconventionality, being original in some way. It is not necessarily linked with a product-outcome. (Craft, 2000) Furthermore, when defining dispositions, Barnhart states that it is the qualities that characterize a person as an individual: the controlling perceptual (mental, emotional, spiritual) qualities that determine the person's natural or usual ways of thinking and acting. (Barnhart cited in Usher, 2003)

In Successful Futures, Donaldson has displayed the importance of integrating creativity into education through several avenues. Although the said curriculum is behind, with the new education taking place on the prospect, the Welsh Government welcomes the recommendations that Donaldson has proposed. Within his recommendations, Donaldson proposes that at the core of the curriculum, learners should be;

- › enterprising, creative contributors who:
 - connect and apply their knowledge and skills to create ideas and products
 - think creatively to reframe and solve problems
 - identify and grasp opportunities
 - take measured risks – lead and play different roles in teams effectively and responsibly
 - express ideas and emotions through different media
 - give of their energy and skills so that other people will benefit and are ready to play a full part in life and work

(Donaldson, 2015:29)

Like creativity, enterprise is difficult to define with many terms that accompany the word. When people hear the word enterprise they normally think of business. However, Loughnan states that enterprise education programmes measure their impact on personal development as opposed to job or wealth creation. (Loughnan, 2010)

When defining enterprise Young states that he doesn't just mean the enterprise that creates entrepreneurs but also the enterprise that creates a positive outlook on life that enables you to succeed in any endeavour. (Young, 2014:15) Furthermore, QAA enhances this quote by expressing that enterprise is defined here as the application of creative ideas and innovations to practical situations. This is a generic concept that can be applied across all areas of education. (Qaa.ac.uk, 2012)

By integrating enterprise skills in to the curriculum it equips learners with the skills that will help them gain purpose which will help in their adult life. Williams states that children of today are entering a fast-changing world that is increasingly competitive, teachers are having to prepare young learners for jobs. (Williams, 2017) Therefore, due to the fast-changing environment we are living in, practitioners should be preparing learners for world outside the classroom instead of complying to a curriculum that is outdated. Donaldson states that the need for change is very clear as the current curriculum is overloaded, complicated and in some parts, outdated. (Donaldson, 2017)

On the other hand, in A guide to Enterprise Education it is mentioned that enterprise should be embedded within the curriculum similarly to the LNF. However, it is a continuous argument as to whether the subject should be a standalone topic instead of being threaded throughout. If this was to be the case, several key questions would arise. For example, it is questioned as to whether teachers have the skills to carry out the subject. Additionally, there are questions as to what would be sacrificed in its place as stated before-hand by Donaldson we are already dealing with a cluttered curriculum already.

The EntreComp framework was established to fill the gap between education and being out in the real world. The EU Science Hub enhanced this point by expressing that the aims were to establish a bridge between the worlds of education and work regarding entrepreneurship as a competence (EU Science Hub, 2016:6) Within the framework, entrepreneurship is defined as a competence that applies to all spheres of life, (2016:10) Similarly, the EntreComp framework has the same aims similar to Successful Futures produced by Donaldson.

The framework is made up of 3 competence areas that are known to be the definition of entrepreneurship to turn an idea into actions that are known to be of value to someone for someone who isn't themselves. The three areas are broken down into aspects; 'Ideas and opportunities, Resources and Into Action,' furthermore within these areas there are 15 competences altogether that make up the framework in its entirety. It is important to note that no competence is more important than any other, instead they interrelate and interconnect and should be treated as a whole.

Creativity is one of the competencies within the Entrecomp framework. As stated before, creativity is difficult to define as it is up to the interpretation of the individual. Edward de Bono (1990) proposes that creativity involves looking at things in a different way. As a practitioner, when measuring my creativity in the classroom against the Entrecomp framework I believe that I am within the Level 3 category.

Firstly, when it states, 'I can experiment with my skills and competences in situations that are new to me,' I believe that the experience I have achieved within PTE placements has allowed me to obtain this level that the above statement dictates. First time achieving this statement was teaching my first lesson within my first PTE placement in Year 1. Coming straight from sixth form to university, when I taught my first lesson it

was the most nerve wracking experience due to never doing it before. From preparing in university and having certain skills such as adaptability, leadership, etc it allowed me to transfer this into my teaching from the beginning.

Another reason why I believe I have achieved this statement was by incorporating Mantle of the Expert (MOE) into my teaching whilst on second placement. My placement school is the only school in Wales to use MOE to enhance learning within the curriculum, it is a dramatic-inquiry based method used to deliver teaching to gain greater levels of questioning, creativity and thinking. It was fascinating observing my mentor and witnessing the enthusiasm the children had to learning from this approach therefore I took it upon myself to have ago at incorporating this into two of lessons as shown in my plans. **[see appendix 1&2]**

I feel like by using Mantle it motivated the learners and gripped them in from the start. This was expressed during my arcs from two lessons in which I used MOE. **[See appendix 3&4]** In the science investigation, the children were given a problem *the gate was broken and needed to be fixed* and as a **team** they had to provide a solution. By giving them a purpose, it allows learners to take on a new role and gets them involved. Additionally, Dewey supports Williams by expressing that he believes that the school must represent present life – life as real and vital to the child as that which he carries on in the home, in the neighbourhood, or on the playground." (Dewey, 1897)

In the second lesson using drama for learning, the approach used was creative and motivated learners however there were steps in which I could have taken, to further my creativity. For example, instead of acting it out at the front like I did, I could have taken the children on a journey around the classroom as if we were going through the jungle to build more enthusiasm making the learning more effective. When discussing the lesson afterwards with my mentor, she agreed with this statement. She expressed the same account in my observation **[see appendix 5]**

By adopting this method, it allowed me to convey specific skills and competencies into my teaching into an approach that was novel to me. Furthermore, by incorporating this approach it motivated the children more as it gave them a purpose to their learning. Brunner enhances this point by expressing that a curriculum is most effective when it is 'participatory, proactive, communal, collaborative and given over to constructing meanings rather than receiving them". (Brunner cited in Haynes 2002:47)

As stated before-hand, I believe that I am at a level 3 within the creativity element in the Entrecomp framework. In order to progress I would like to advance to level 6 where it states, 'I can combine my understanding of different contexts to transfer knowledge, ideas and solutions across different areas.' In order to achieve this, it could be from simply applying what I have learnt from using MOE in my last placement and transferring this over to my new placement to provide a more exciting learning experience. MOE is a learning approach that can be used in all areas of the curriculum and can provide a successful in-depth learning experience.

Secondly, another competence within the Entrecomp Framework is *Learning through experience*. When measuring myself as a practitioner against the framework, I believe that I am with the level 4 category for this section. When it states, 'I can filter the feedback provided by others

and keep the good from it.' I believe that throughout my teaching practice whenever I delivered a lesson or activity, I would always ask my mentor for feedback on how I could progress further in my teaching.

By mentors/tutors providing feedback to my teaching, it allows me as a practitioner to progress and be the best teacher that I can be. The reason feedback is provided is not to be negative about my practice but to help me move forward. DeFranzo expresses that feedback is often mistaken for criticism. In fact, what is viewed as negative criticism is constructive criticism and is the best kind of feedback that can help to formulate better decisions to improve and increase performance. (DeFranzo, 2015)

Throughout my placements, my mentors/tutor have stated that I accept advice readily and am willing to ask for feedback and then act on the feedback provided to make sure that I am constantly trying to be my better self as a practitioner. **[See appendix 6,7&8]** By being able to take feedback accordingly, it means that I am gaining critical skills that will help me in my profession. One skill gained is effective listening, the evidence provided shows that I have listened to what mentors have said and acted upon the feedback.

Currently, I am sitting at a level 4, to progress further I would like to advance to level 6 which is 'I can help others reflect on their achievements and temporary failures by providing honest and constructive feedback,' this could be done in my next placement with the learners in my classroom in a variety of ways. For example, I can give children feedback on their work both orally and in written form. Similarly to myself, by having feedback it allows for progression which is vital in order to succeed.

Lastly, within the competence framework is *planning and management*. As a practitioner, planning is vital for several reasons, these include being able to stay on track of what the children have learnt, achieve objectives successfully and to help prepare for every step inside the classroom. Hendricksen et al enhances this point by expressing that planning also allows the teacher to visualize (and, therefore, better prepare for) every step of the teaching process in advance. This visualization typically increases teacher success. When comparing myself against the framework, I believe that I am currently at a level 3 which states 'I can create an action plan which identifies the necessary steps to achieve my goals.'

After first placement, I received 'unsuccessful' in some areas which as a practitioner isn't exactly very good to have. So, when I was preparing for my second placement, I created an action plan as to what I needed to do to progress in my second placement, **[See appendix 9]** by creating this action plan it allowed me to go from where I was as 'unsuccessful' to 'good.' The reason I wanted to create an action plan was because as a practitioner I wanted to be the best teacher I could be for the children in my care. It was a good way of showing that I am here, but I want to be there and in order to do that I need to do this and change this to get the results that I want to. Jenson expresses that a teacher with a plan, then, is a more confident teacher. (Jenson, 2001)

During second placement, I had mostly 'good' in different fields, by looking at the feedback from all my mentors on SWWCTE it has given me an insight as to what I must do to progress. Therefore, I have made another action plan that will enable me to progress further in my practice

and hopefully I will gain 'excellent' within my last placement. [see appendix 10] By making this plan I feel more confident going into my final placement, as I know the steps in which I need to take to develop as a practitioner.

As I have stated before, I believe that within the planning and management competence I am at a level 3. To progress further to level 4 which states 'I can allow for the possibility of changes to my plans' I need to be aware that although I have this plan ready, currently I don't know the school or the learners in the class that I will be working with so my plan that I have currently may not work or I will have to adapt my type of teaching to fit the needs of the learners in my care and I know that not everything goes to plan sometimes, we just have to adapt to what the learners can understand. Being able to adapt is one of the qualities that make a great teacher.

If I was to measure my teaching against the whole of the EntreComp framework then I would be within the Level 3-4 measure which can be described as intermediate. I believe that some elements within the framework link with education, but some elements have nothing to do with education in the slightest. Due to it being so broad and it not being entirely linked to education, the relevance isn't as great as the new curriculum proposed. Additionally, I believe that creativity can't be measure due to creativity being different to each individual. Although it is behind, I believe that with the right guidance and help for teachers, what Successful Futures is proposing will be the best thing to help develop children's learning to prepare for the fast changing twenty first century.

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Appendix 1

AutoSave Off science investigation - Compatibility Mode -			
File	Home	Insert	Design
Layout	References	Mailings	Review
Writing – filling in their sheets and their final paragraph.		Measuring skills – writing down the measurements of the magnets.	
ICT	Thinking	ESDGC	YCC
Key vocabulary(English/Welsh): Gate, magnets, measurements.			
Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities	
	[Mantle start] Magnets, ruler and a paperclip to be placed on the table in front. Explain that the 'do not enter gate' has been broken and we must protect what is in there because it's in danger. Your employer wants to replace it with a magnetic gate and we need to test for the strongest magnet. Need their help to help you test them all because there is so many to do. Ask how they think we could test for the strongest magnet. [Place ruler on table, place paperclip above 0cm put the magnet on opposite end and move towards to the 0cm until the paperclip sticks to the magnet, check the measurement and note down]	Do you think you could help me? What do you think I could do with these resources to find the strongest magnet? Do you agree that we are going to do this/ do this as a team? How can we present our findings? Which magnet do you think is going to be the strongest? Were you right/wrong? What did you find out? Can you feedback your groups findings? Which magnet should we use?	

Appendix 2

AutoSave Off event ne			
le	Home	Insert	Design
Layout	References	Mailings	Review
Curriculum coverage (range, skills) Write for a variety of purposes. write in a range of continuous and non-continuous texts in a variety of forms. Write for a range of authentic audiences.			
Literacy(LNF) Writing – 4.WM1 ~~Oracy~~ – 4.OC1		Numeracy (LNF)	
ICT Information on the monkey.	Thinking	ESDGC	YCC
Key vocabulary(English/Welsh): Newspaper, rainforest, headline, paragraphs, quotes, 5 w's.			
Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities	
	[Drama introduction] Miss Gallogly: An explorer looking for a Golden Lion Tamarin Monkey. Mrs Evans: Poacher/ interviewer. Talk about why they are there – monkey has been spotted, very rare as there are only 800 in left. Bring the children into the scene of the rainforest. - Hot weather = wipe head, drink from a bottle, fan with shirt. - Smell = the pungent damp air mixed with dead leaves. - Touch = slippery touching the leaves when making your way through because of the rain. - Tall trees = look way up there, you can see a toucan. - Sound = snap of twigs, gorilla? Echoes of animal noises. Come across the monkey, get low and stay hidden. Don't want to scare it away. See someone in the distance watching as well, it's the poacher. Come out of the drama, talk about what happened. Liz comes to ask about what happened; reported, gets quotes with a notepad. [Does this for a few people] Ask if they could help write the newspaper article for them. Recap over the newspaper features.	You've come too, did you hear what has happened? Can you feel that? Can you smell that? Can you hear that? What happened? Should we look at what happened further? Do you want to know what happened? Do you think we can do this? Can we agree that I'm going to step into the character of the editor? Can we do this? How are we getting on team? We need this done. How did we do? What is good about it? What could we change? How can we make it better?	

Appendix 3



Profiad/ Experience	
<u>Teimladau/ Feelings</u> "What are your feelings regarding the experience?"	As a whole I feel that the lesson went very well. By using the drama for learning introduction, they were instantly hooked by what was going on. Within this lesson, I also included a number of elements to it; e.g. drama introduction, they were able to talk to the character to get more knowledge and then it ended with them being asked to complete something for a person. Due to this being the regular set up with mantle they were engaged and wanted to help this character.
<u>Cofio a Deall/ Remember and Understand</u> "Can you list the aspects of the learning experience that went well?" "What were the elements of the learning experience that were disappointing?"	The introduction went very well. I took on the role of being an explorer, looking for this rare monkey in the rainforest. By not telling them exactly where I was and describing the elements such as 'the leaves being slimy because of the rain' it allowed them to use their imagination to think about where the explorer was. When the poacher came, I didn't tell them what was happened I just said 'oh no, what's happening? Can you see what is happening? Make them stop! This allowed them to come up with a number of scenarios of what happened at the end. They were then introduced to 3 snapshots of the 'poacher' which allowed them to see further that the poacher was taking the monkey. By taking on the editor's role, it allowed me to keep them on task by reminding them that they were on a time limit. I used 'we've got 10 minutes until print' and so on. Although they were very good with the imagination, some were very off track. Some even trying to be silly by making comments to try and make others laugh. Although I was able to bring them back, either by giving 'the look' or just simply saying that it was inappropriate. Due to being a mantle type of introduction the whole point is that the children can speak freely although it got to a level where everyone was shouting and when explained to only speak one at a time, they carried on which resulted in them losing a few points from their 'teacher vs students'
<u>Gwerthuso a dadansoddi/ Evaluate and analyse</u> "What will you keep the same to ensure effective teaching and learning in the future?"	Mantle was a good way of introducing the task at hand. When the children take part in mantle, they always know there is a problem and the person that is leading it, needs their help. They enjoy taking part and it enables them to get in a different role and gets them hooked right away

Appendix 4

<u>Teimladau/ Feelings</u> "What are your feelings regarding the experience?"	During this lesson, the children took part in a science investigation. The year 5's within the class are taken out of the classroom in the morning so I don't get much experience teaching both the year 4's and 5's together. However, this lesson took place in an afternoon so it was my first lesson of them being combined. Even though there are 6 in class it makes a big difference and I went in quite nervous due to it being such a big class. However, the lesson turned out very well and it was a real fun lesson to teach.
<u>Cofio a Deall/ Remember and Understand</u> "Can you list the aspects of the learning experience that went well?" "What were the elements of the learning experience that were disappointing?"	By using a mantle as the main focus at the start, they were gripped from the start. They listened well to the problem and had multiple ideas of how to help. When presented with the objects that needed to be included within the investigation, they contributed amazing ideas and in the end they agreed on one together and set of to do it well. When bringing them back and talking about what they discovered they were excited to share their findings with the group, it even lead into a debate as to what magnet should be used to save the 'mysterious' thing that was living behind the gate. To make the experiment fair, lollipop sticks were used to determine which groups went where. This enabled the groups to be mixed ability and was a change so that it wouldn't be the typical thing of year 4's being together and then year 5's being together. It enabled them to be able to work well in a team with people they wouldn't normally work with. Even though the groups were determined, some children got very moody and started acting out because they weren't placed into a group with their friends. When explained to the year 5 pupil that they weren't allowed to move groups and that the groups were already picked, this caused them to misbehave and not take part. In which my mentor had to intervene. The older children were taking charge and not really letting the younger children have a say or not letting them test the magnets themselves or even snatching some of the things off them.
<u>Gwerthuso a dadansoddi/ Evaluate and analyse</u> "What will you keep the same to ensure effective teaching and learning in the future?"	Mantle was a good way of introducing the science investigation as it made them want to take part and they didn't want to wait around talking about it, they just wanted to get on with it and do it. When the children take part in mantle, they always know there is a problem and the person that is leading it, needs their help. They enjoy taking part and it enables them to get in a different role.

Appendix 5

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

Initial ideas for the lesson were discussed together and following this Taya planned independently. She was creative in her approach by using some drama for learning for the lesson introduction- taking the children into the rainforest where a rare animal had been spotted and a sighting of a poacher taking the animal, this could have been even more effective if she had physically taken the children on a journey through the rainforest by moving around the classroom. Following this the children were asked to write a report of what they had witnessed- this built on the previous teaching and learning in a literacy lesson on writing recounts as news reports. Orally Taya reminded the children of the success criteria responding to their suggestions- there was an opportunity here to write the points down so that children could have referred to them whilst on task. Taya then stepped into role as the newspaper editor giving sub teams different tasks which were differentiated for the ability groups.

Appendix 6

b) Comment on quality of trainee's reflection for ensuring progress

Taya accepted advice readily from the class mentor and acted upon it.

Lowri Morgan, class mentor PTE
placement number 1 – 18.12.15

Appendix 7

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

You are developing your level of independence with teaching and learning, demonstrating a growing engagement with pupils' learning. You have a good ability to reflect on your own practice and its impact on learners, and willingly accepted the advice that I gave following the lesson - immediately considering how you would implement my suggestions. The same is true of your working relationship with your class mentor, who reports that you are happily addressing your professional needs. Your previous target was to ensure that you effectively engage with support staff and other professionals within the

Catherine Bleasdale, University Tutor.
PTE placement 2 – 27.03.17

Appendix 8

b) Comment on quality of trainee's reflection for ensuring progress

Taya is enthusiastic to try out new methods of teaching, and asks advice readily about next steps for development.

Lisa Preece, class mentor. PTE
placement 2 – 05.04.17

Appendix 9



Area I need to improve:	What I will do:	How will I know I have achieved my <u>goal</u> :
plan in greater depth	I will ask my mentor to go over my lesson plans to make sure I am on the right track and that I have planned in enough depth. Ask what areas my mentor wants me to cover within the lesson.	Children are given in depth effective lessons.
give written feedback to the pupils, using the school's marking policy.	When going into my next placement, ask for the marking policies.	Children will be able to see area in which they need to improve within their work.
Begin to use some Welsh phrases, for example praise or commands, during the school day.	Look for effective welsh commands and ask the school for their welsh language patterns to know that I am using effective welsh commands and phrases. Practice to make sure I am confident in the commands and saying them correctly. Place prompts around the room to help me if needed.	Able to improve my welsh skills as well as developing the children's understanding of welsh from day to day.
develop her class management techniques.	Look at effective classroom management techniques and adopt these techniques from the beginning and frequently to make sure it is effective.	Effective participation and listening throughout my lessons.
Bring file to show my progress to mentor	Bring file everyday so that my mentor <u>is able to</u> track my progress.	Good relationship with mentor.

Appendix 10



Area I need to improve:	What I will do:	How will I know I have achieve my <u>goal</u> :
Develop your presence during the activity section by 'noticing' individuals who are working well in <u>different groups</u> . Positioning yourself on the 'outer edge' always will give you an overview of ALL pupils.	Sit on the outside in a position where I <u>am able to</u> see the whole classroom. Sit on the outer corner of the table	Sit on the outer edge, I will be able to see all the pupils in the class and make sure that they are all on task.
Include personal targets in <u>future plans</u> to signpost your use of reflection to improve provision for the learners. Transfer information to tracking record to show patterns in attainment.	Use the tracking record consistently and transfer targets for pupils in the areas to make sure I am adapting my learner to their needs from previous lessons.	I will be able to see areas that are challenging for pupils and I'll be able to adapt my learning around targets of the children.
Try and display the learning objective to make it explicit to the children what they are learning.	Have the LO in view and refer to it at the start or before setting children off so they are clear on what they are doing in the lesson.	The children will know what the purpose is for and it will be there for them to see if they are off task.
To develop self and peer assessment strategies further in other lessons- using the success criteria.	Look up effective ways to develop assessment for learning into my lessons and use it frequently.	It will allow me and learners to see how they felt about the lessons I have taught.

