

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.

ECAD6004

1402094

Tom Cox

15/12/17

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RESULT

ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE OF TEACHER EDUCATION

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

Student name:	CHELSEA CHAPPELL	Student number:	1402094
Programme:	BA Primary Education with QTS		
Module: *	Pedagogy in Practice 2 – Assessment for Learning	Module Level (4, 5, 6):	6
Module code: *	ECAD6004/C	Contribution to Overall Module Assessment (%): *	50%
Module Lead:*	Mr T. Cox		
Start date:*	3/10/17	Assignment No (x of x):*	1 of 1
Submission deadline:*	15/12/17	Return date of provisional marks & written feedback:*	26/1/18
Assignment Title:*	Critically evaluate your creativity and enterprise dispositions in terms of the Entrecomp frame work and how you might develop these to the next level and demonstrate progression.		

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

MARKING CRITERIA AND STUDENT FEEDBACK

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

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

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

ASSESSMENT AND MARKING CRITERIA FOR ECAD5001/C ASSIGNMENT

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

Student Self Evaluation Form

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

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

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
- Harvard referencing according to university guidelines. - Beginning to critically reflect and find alternative viewpoints.	- Finding a balanced argument.

Student's Name	CHELSEA CHAPPELL	Date	14/12/17
Student's Signature	<i>C.Chappell</i>		

Within this essay the importance of creativity and enterprise in the primary school curriculum will be discussed with the strengths and limitations of the practitioners' competences in accordance to the EntreComp Framework (Bacigalupo, et al, 2016).

Creativity is the freedom of thought, allowing one to be inventive and imaginative in their work (Oxford Dictionary, 2016). Additionally, creativity sparks imagination and allows the children to learn in different ways as it is common knowledge that children do not learn the same, thus raising the child's self-esteem and confidence in their own progression (Desailly, 2012). In agreement, Robinson (2006) states that the children must be perceived as creative beings in order to achieve to their full capabilities. Craft (cited by Wilson, 2015) defined teaching creatively as approaching teaching and learning in an innovative manner and using engaging methods for effectiveness of lessons. Robinson (2011) discovered that teachers are in fact incarcerated by 'standardized education' and teaching for nationalized tests. When in reality the creativity from educators is being jeopardised, in contrast to Donaldson's' views (2015) that various teaching approaches should be utilised to evoke 'curiosity and enthusiasm' amongst the learners. Finally, Tony Blair once reported that education must ensure that creativity amongst learners to construct an 'enterprise economy' is now a goal for future schooling (cited by Hewitt and Tarrant, 2015).

Enterprise is defined as a skill where an individual or a group of people can take risks, show initiative and undertake new ventures according to BBC Bitesize (2014). Furthermore, enterprise education which is now being integrated in primary schools is outlined as being the approach to training students to 'generate ideas and skills' to make the children perform to their full capability (QAA, 2012). If a teacher educates children creatively through Problem-Based Learning, through play and through subject areas then children are able to be innovative and take risks within their work to tackle challenges they encounter. Moreover, there is a higher demand in our ever-evolving industry for learners who can be innovative and flexible with a wide range of skills (QAA, 2012). Enterprise Education lends itself greatly to the new curriculum proposals from Donaldson (2015), as one of the four purposes of the new curriculum is for us as educators to create 'enterprising and creative contributors' to the global industry after they leave education. In agreement with Donaldson, Enabling Enterprise (2015) declares that enterprise in primary school allows for children to face challenges, take

ownership for their learning and become lifelong learners for the future workforce. Grigg (2010) also states that effective teaching occurs when children are able to take 'ownership' over their learning.

The EntreComp Framework (Bacigalupo, et al (2016) was designed due to the demanding needs for entrepreneurial skills and innovation in today's economy. The authors comprised a framework with entrepreneurship as a competence, for educators and places of work to utilise, in order for skills such as 'learning through experience, motivation and perseverance and valuing ideas' to be enhanced to create citizens with this competence. The framework comprises 15 competences of entrepreneurship into 3 competence areas (Into action, Resources and Ideas & Opportunities). Bacigalupo et al (2016) do not suggest that a learner is highly skilled in each competence area of the framework, however they must be able to make progress and develop these skills through their education to 'build the bridge' between education and work. A large implication to the introduction of this framework into a primary school setting is that this approach has never been tested in a real life setting and it could prove to fail amongst all other pressures and new curriculum approaches which schools in Wales are integrating at this current time. Within a primary classroom, many children are given the opportunities to work with peers and learn through experience (two competences within the framework), especially within the Foundation Phase. Thus, meaning that even from a young age, children are already advancing these key skills for their future careers. Donaldson (2015) drives the ambition to allow students the opportunity to learn by doing and through communication. Hewitt and Tarrant (2015) similarly testify that the quality of relationships made in schools are in fact a crucial factor to the learners and school setting.

One competence I aim to focus on is creativity and developing my skills to be able to teach creatively within my class. I must incorporate ways for my children to remain engaged during classroom activities and opportunities for them to be challenged in their learning in order to remain motivated. Bacigalupo et al (2016) described being creative as being able to utilise resources in order to create invaluable experiences for the learning to take place. When on Professional Teaching Experience (2015/2016) I enhanced a board game (Appendix 1) in order for the children to utilise their knowledge of using money to pay for items whilst playing the game. I had to think

creatively in order for the children to remain engaged whilst interacting in the mathematics lesson. Desailly (2012) believes that teaching creatively encourages an educator to create real-life situations during activities and be able to revolutionise education, making links where accountable. Furthermore, when teaching at Ysgol Y Castell (PTE, 2017) I noticed that children in my plenary for mathematics became disengaged and eager to finish the session, thus meaning that I could not assess the learning taken place. Thinking creatively, I created games for pairs or individuals such as Who wants to be a millionaire? (Appendix 2) in order for the children to become motivated to answer questions and become challenged by questions posed to them. Hewitt and Tarrant (2015) wrote that creativity and innovation lend themselves to each other and without one the other cannot function. Levitt (cited by Hewitt and Tarrant, 2015) stated that 'creativity is thinking up new things' which I believed I portrayed whilst reflecting on the plenary sessions delivered.

In accordance to the level descriptors which classify at which level one would stand with their creativity on the EntreComp Framework (Bacigalupo et al, 2016), I would firmly place myself at an intermediate level. Reasoning being that I am able to work individually or with team members to identify ways to integrate creativity into my lessons, I am confidently able to use existing resources as well as new resources to create new ways of use for these resources and I am able to tackle open-ended problems sparked from curiosity by my learners. On the contrary, following reading literature about personal characteristics of a creative teacher, I would classify myself as being of a higher level due to me being a confident and enthusiastic teacher whilst always engaging with my learners, as well as being open to taking risks on a regular basis in order to improve my practice and the learning undertaken by the pupils (Wilson, 2015). In order to strengthen my creativity in accordance with the EntreComp Framework (Bacigalupo et al, 2016), I must encourage my pupils to channel their creative minds and innovate ideas into their work, whilst listening to their ideas and creatively incorporating them into my teaching. Encouraging problem-solving tasks and provoking critical thinking will also improve my creative teaching. Mann (cited by Wilson, 2015) portrays that problem-solving opportunities in fact strengthen the teaching and learning experience and in turn generate 'creative learners'.

I will be able to discuss my ways for improvement with future school placements and hold regular meetings with the class teacher to ensure I am making progress alongside the EntreComp Framework.

The second competence within the EntreComp Framework I intend to discuss is self-awareness and self-efficacy. It requires me as a practitioner to believe in what I am doing and believing in myself in order to progress. I must look at my personal strengths and weaknesses as well as those of my class and believe that I am able to help myself and my learners to improve through the teaching and learning experiences (Bacigalupo et al, 2016). Self-efficacy can have an impact on not only one's achievements but also those of the people you are teaching, for example, if you are not confident to achieve your own goals, how can one expect their students to strive to achieve? Hartney (cited by Grigg, 2010) declared that in order to overcome negative stress, teachers must obtain self-efficacy and strive to achieve. A raise in self-efficacy enhances one's well-being and willingness to achieve in mastering new tasks and challenges (Pajares, cited by NU 600, 2017). On the other hand, if a practitioner obtains high self-efficacy it does not always mean that their ambition to achieve will have an impact on the feelings of the pupils in their class (Pajares, cited by NU 600, 2017).

In accordance with the EntreComp Framework (Bacigalupo et al, 2016) I would confidently place myself on the borderline between an intermediate level and an advanced level. I believe that I am able to identify my strengths and weaknesses whilst on teaching practice and when teaching in the classroom and I can recognise where I am currently with my teaching and where I would like to be. Additionally, I can classify the steps that I must undertake to achieve my goals and aspirations (Appendix 3). If I set myself high expectations and aspirations as a practitioner then setting high expectations with my learners will prove to be a key to success in school (Hattie, cited by Hewitt and Tarrant, 2015). Hattie (2014) alleged that exceptional teachers are those who set expectations for themselves and their learners to exceed their potential and work beyond their predicted grades.

In order to progress in future practice, I must continue to set goals for both my progression and development and for my learners. The EntreComp Framework (Bacigalupo et al, 2016) suggests that in order to advance, I should be able to assist the learners in identifying their strengths and weaknesses and be able to set targets alongside pupils, as well as focusing on the positives in experiences rather than viewing the negatives as a means of complete failure. In future, when working closely with groups of children to identify their targets I will be able to communicate my own

self-efficacy and confidence in order for the children to be aspirational learners in the school environment.

The final competence I intend to unravel is learning through experience, a sector of the into action competence area. This competence is based on learning by doing and reflecting on experiences in order to improve in future practices. Learning through experience means to learn and grow as an individual and with peers, reflecting on both successes and failures to progress in future and valuing experiences undertaken as a learning opportunity (Bacigalupo et al, 2016). Piaget (cited by Pound, 2006) theory suggests that we as learners can only learn by experimenting and investigating to structure the learning processes ourselves. In addition to this, we gain new ideas and knowledge from learning by doing in real-life situations. Experiential learning lends itself greatly to creativity and enterprise as one is able to construct their own learning in a task using one's creative thinking.

With the EntreComp Framework in mind (Bacigalupo et al, 2016), I would currently grade myself at an advanced level. I would grade myself at this level as undertaking this course, I have received the opportunity to be critical about my teaching experiences and I have been able to reflect daily on the lessons I have taught in order to overcome failures and work towards my goals. It can be seen through my ARC reflection forms and from observations undertaken by mentors that I am able to reflect on my progress and develop between each lesson taught.

During my PTE (2017) (Appendix 4) I constantly reflected on my teaching experiences in regular discussions with my class mentor and when completing ARC reflection forms. Thompson and Thompson (2008) stated that regular reflection allows you to obtain greater control and confidence, which will in turn give a positive effect on your teaching and allows you to gradually become familiar with situations to spot successes and failures before they occur. Thus, meaning that you progressively become a critically reflective practitioner. I could identify my strengths and weaknesses from each session and identify ways forward for both myself and the learners in my class to ensure that this is a lifelong lesson, one which I will remember when undertaking other lessons similar to the ones which had been taught.

To progress in both my EntreComp level and for personal development plans, I must continue to reflect before, during and after sessions in order to benefit my pupils and my own teaching experiences to eliminate errors and overcome failures. I must always view failures as means for improvement and never let disappointments affect the

teaching and learning experience as mistakes will inevitably be made. Regular meetings with class mentors and pupils will allow for regular reflection to take place to develop in future practices. Feedback proves to be one way of creating a positive learning environment for both teachers and pupils if it is conducted effectively and sensitively, reflection and feedback work in connection to overcome problems and tackle challenges in learning (Hayes, 2012).

To conclude, creativity and enterprise must now be key focuses alongside the proposals and the introduction of the new curriculum into our primary schools in Wales. Robinson (2006) implied that public education is rooted from teaching children how to be industrial beings in order to fit the industrialized environment in which we live, it is teaching them outside of their creative abilities. Thus meaning that we are in fact failing our children the opportunities to become creative beings and to embrace their ideas and views. The sixteen habits of minds (Anderson, 2014) describe ways in which minds of successful people work when encountered with a situation where they are unsure of what to do. One of the sixteen habits of mind is 'creating, imagining and innovating', therefore meaning that us as successful practitioners and learners have the capability as humans to think creatively in unknown situations. So, why should we sacrifice this in education just to regulate with standardised education and national testing? Finally, although the EntreComp Framework is proven to be a way in which to build the gap between education and work (Bacigalupo et al, 2016) I believe that it is not the best framework to integrate into the primary school curriculum. Teaching staff are able to incorporate some of the competences into their teaching, however with the pressures and constraints of amalgamating the new curriculum into their classrooms, a new framework such as this could be sacrificed and introduced in forthcoming years.

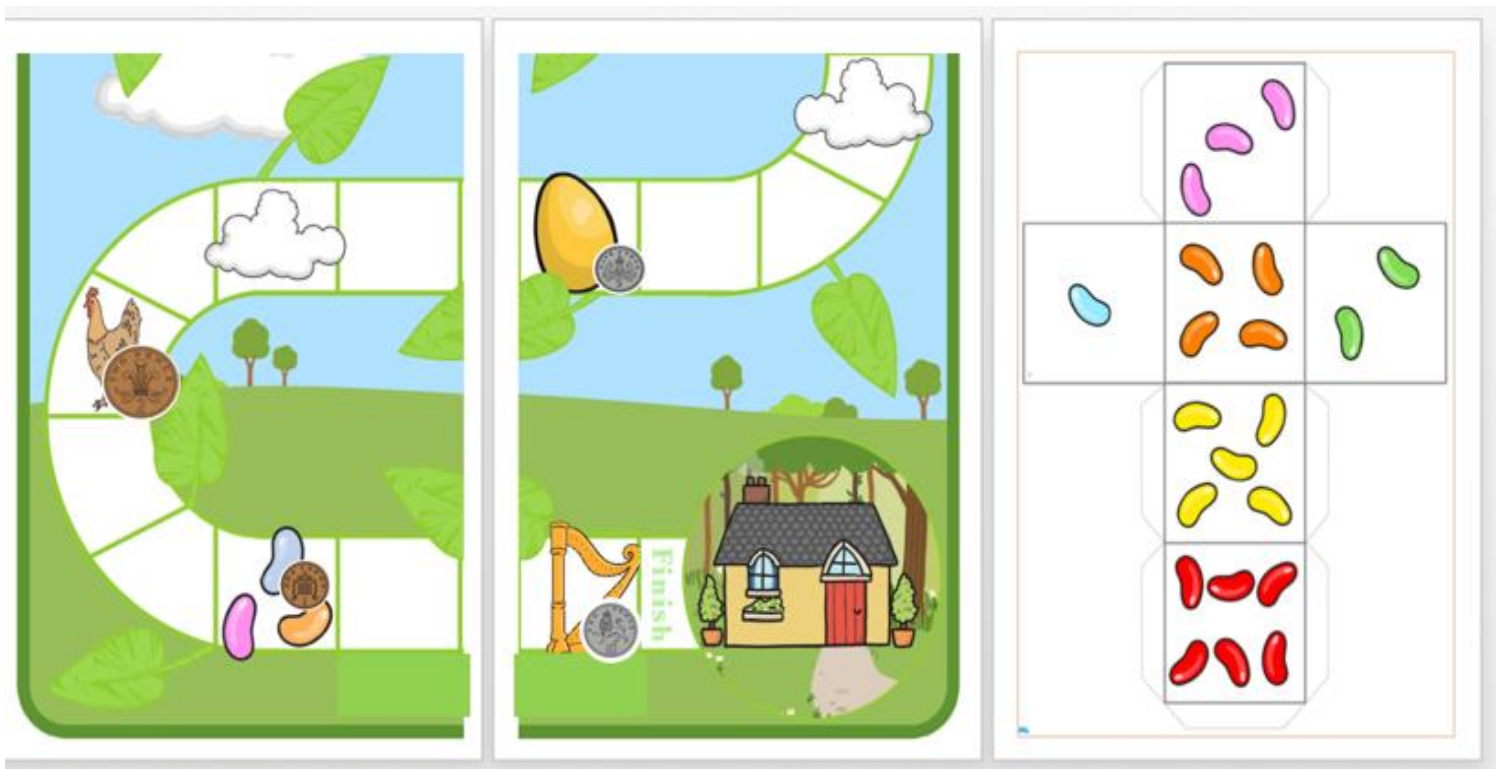
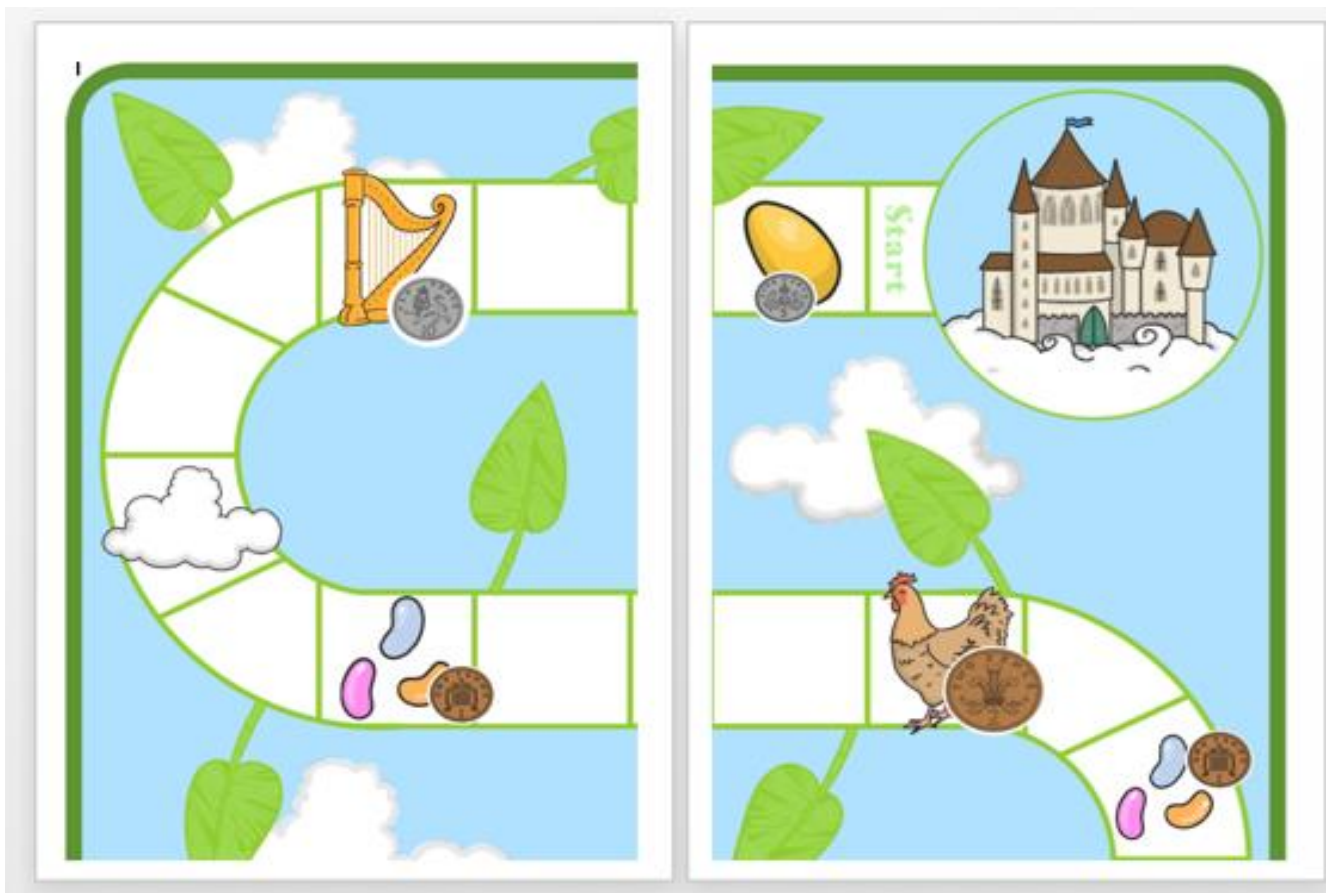
Robinson (2006)

'We have to rethink the fundamental principles on which we're educating our children.'

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Appendix 1

Appendix 2

Who Wants To Be A
Millionaire?



Question 1

What do we call the **dot**
in a decimal number?

- A decimal stop
- B point
- C decimal point
- D full stop

What do we call the **dot**
in a decimal number?

- A decimal stop
- B point
- C decimal point
- D full stop

£500

Appendix 3

Model Casgliadau Adfyfyriol â Chymorth (ARC) (Model 'Myfyrio a Newid')

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 07/03/17**Digwyddiad critigol (Ffocws)/Critical incident (focus):**

To multiply by 10 and 100.

Profiad/ Experience	
Teimladau/ Feelings <i>"What are your feelings regarding the experience?"</i>	I felt that the lesson didn't go exceptionally well however the children responded well and were able to complete the task without much adult intervention. Some parts of the lesson I felt nervous and scared that the lesson didn't go very well. Overall, the lesson was moderate.
Cofio a Deall/ Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The use of incidental Welsh throughout the lesson became more fluent when addressing the class and the children understood the commands in Welsh and listened adherely to what was being said. The work on the whiteboards during the starter had been differentiated which proved effective for the learners as they could work at their ability. The noise level became an issue once again with the children and strategies to prevent the noise level did not work on many occasions. There had not been enough support for the lower ability learners and they found the task quite difficult to complete independently.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	Next time, I will continue to use incidental Welsh more confidently and fluently throughout each lesson so that the children become familiar with the language and the spoken sounds of words in the classroom. The children also benefit from differentiated maths start activities and this proves effective so this will remain a theme within my planning. The children are very chatty and the noise level rises very often in the class. The lower ability lacked support and confidence to complete the task and I did not have enough time to sit with the children and monitor all other children in the class at the same time.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	After a discussion with the class teacher, I will use an attention bell so that the children know when I am speaking that they need to be silent and listening in order to receive all the information that I am telling them. Additionally, I will create visual aids for the learners to use during their activities to help them when adult intervention is not available for them. Also, I could simplify worksheets for the children if the task is proving too difficult.
Y profiad newydd / Transformed experience	

Model Casgliadau Adfyfyriol â Chymorth (ARC) (Model 'Myfyrio a Newid')

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 20/03/17

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

To find fractions of whole numbers.

To order the Hwyl Mewn Stori.



Profiad/ Experience	
Teimladau/ Feelings <i>"What are your feelings regarding the experience?"</i>	I felt that the mathematics session was terrible and I felt that it did not go smoothly at all. However, after the mathematics lesson I feel that the Welsh lesson went very well and I felt happy when teaching it to my class.
Cofio a Deall/ Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The introductions to both activities ran very smoothly, the children thoroughly enjoyed the ICT activity during the mathematics session and they also enjoyed working in two teams to beat their opponents in the fractions challenge game. The children were very responsive during the Welsh activity, and it was proven through the activity and the plenary session that they understood the story and gathered lots of new vocabulary also. The behaviour and classroom management proved of high difficulty in the classroom as a group of children were off task and began to run around the classroom, thus disturbing other children in the class.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	Next time, I will continue to find innovative ways to engage the students during activities, and use ICT as much as possible in the future for plenary and introduction sessions to engage the children fully in the task. The children distracted other members in the classroom very quickly and the classroom management techniques did not work with these individuals. They continued to run around in and out of the classroom thus leading to me losing control of the plenary activity and little work completed by these individuals.
Casgliadau a chymau gweithredu/ Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	In the future, I will look at other classroom management techniques to see whether they work if the behaviour occurs as it did during this activity. I will also praise those children who are sitting or working well in order to gain control back over the lesson. If the children continue to misbehave after using the techniques, I could send them to another classroom to avoid further distraction in the classroom in the future.
Y profiad newydd / Transformed experience	

Appendix 4

Model Casgliadau Adfyfyriol â Chymorth (ARC) (Model 'Myfyrio a Newid')

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 25/09/17**Digwyddiad critigol (Efocws)/Critical incident (focus):**

To order decimals from the smallest to the largest/To recognise abstract drawings.



Profiad/ Experience	
Teimladau/ Feelings <i>"What are your feelings regarding the experience?"</i>	I felt that the lessons ran smoothly and the tasks were fit for purpose and were of an appropriate standard for the children undertaking the lessons. I felt confident during the lessons and I had the knowledge to help the students if they became stuck.
Cofio a Deall/ Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The children were very responsive once again to the use of ICT games to engage them into the maths activity and they worked well as a class to answer the sometimes challenging questions. The use of whiteboards and talking partners allowed for the children to discuss their answers before talking as a group to decipher the correct answer to the question asked. The children also benefitted from using the Thumbs Up, Thumbs Down method as they were able to see what the other children thought of their answers. The noise level became a disruption during the lesson and the children were not very responsive whilst the main body of the lesson took place. Some learners complained that they could not concentrate due to the noise level in the class.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	I will continue to work with ICT games and interactions during the introduction and plenary of each session. The different use of AFL strategies where the children could talk about their work also proves effective as the children can magpie ideas and new methods from their partners. Some children became the distraction for the class and their behaviour was not appropriate during the lesson, thus leading to the distraction of other students in the class. The Year 6 children are also new to me teaching them, therefore it may have been overwhelming or different for them to have a new teacher and a new person of authority in their classroom. Although, the noise level was distracting, the children were able to grasp an understanding from the lesson and produced a high standard of work.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	The noise level chart could be used with more emphasis in order for the children to understand the level of talk which is acceptable and unacceptable in the classroom. Give warnings to the children and move the children that need to be moved in order for there to be less distractions. Additionally, use the Dojo system to warn the children that their behaviour is not acceptable and there will be consequences to their continuing actions.
Y profiad newydd / Transformed experience	

Model Casgliadau Adfytyriol a Chymorth (ARC) (Model 'Mytyrio a Newid') Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/09/17

Digwyddiad critigol (Efocws)/Critical incident (focus):

To be able to ask and answer questions in Welsh/to identify and divide by 10 and 100/to identify the location of rollercoasters on a map.

Profiad/ Experience	
Teimladau/ Feelings <i>"What are your feelings regarding the experience?"</i>	The whole day ran smoothly and I thoroughly enjoyed teaching the classes for the duration of the day. I was able to spread my time and energy between every student and I felt confident and happy when teaching the class.
Cofio a Deall/ Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The class contributed well to the sessions and had a good amount of prior knowledge to contribute well within the introduction, main task and plenary of all sessions taught today. The Welsh lesson went exceptionally well as the children enjoyed working with every member in their class, speaking in Welsh to ask and answer questions about their life. The Welsh lesson proved very effective as the children were using a lot of Welsh oracy which sometimes gets lost in the classroom. The use of resources (atlases) proved effective as the children were able to look and investigate into many different countries in the world which they may have heard of but never understand where in the world it was. The use of ICT games once again proved engaging and made the learners enthusiastic to learn. It can be used as a reward game for good work and good behaviour in a lesson also. During the maths lesson, the children began to work together in pairs, meaning that when marking the work if one child was wrong their partner was also likely to be wrong and it would show that somewhere an answer had been copied even though this child may have been able to work out the correct answer. The noise became an issue at one point, however that was eliminated by using the noise level chart and a warning system.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	I will most certainly focus on the children's understanding prior to the lesson as this forms a basis of where the learning needs to begin and at what level so the children can gain as much knowledge from the lesson as needed. Resources and ICT games have proven effective over the course of the week and are continuing to do so, therefore as a stimulus and an engagement task I will incorporate these into as many lessons as possible to maintain the level of enthusiasm and excitement during introduction and plenary sessions. Placing the children with talking partners is necessary in classes as during introduction and plenary task it is a good AFL strategy to use, meaning that every child when asked should have an answer. However, after working with talking partners in the introduction I noticed that pairs of children had begun to work together during the main task when answering questions in their books. When marking the work this also proved pair work as the children were making the same mistakes in their work.
Casgliadau a chymau gweithredu/ Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	In future, children need to be told that it is independent work during activities and if stuck they may ask a friend for help but they are not to work together or to copy answers from one another as they may already know the correct answer but have copied a mistake off their partner. I must become aware of any people working together and prevent them from doing so during independent activities, explaining the process and assisting the child if necessary.
Y profiad newydd / Transformed experience	