

Contents

- CV (Competency- Working with others)
- Personal Development Plan (Competency- Dedication and Commitment)
- Personal Statement (Competency- The Welsh Language)
- Personal Reflection
- Reference List

CV

Name- Menna Elen Johns

Address- 12 Davies Andrews Road, Tonna, Neath, SA11 3EU

01639 641948 • 07812668276 • 1803428@student.uwtsd.ac.uk

Personal statement

I am a hard working individual who is committed to any task I face and I am always willing to try new things. Welsh is my first language and the language of my home. Not only am I a fluent Welsh speaker but I'm also comfortable writing in the language. As a child I went to Ysgol Gynradd Gymraeg Castell- Nedd and then to Ysgol Gyfun Gymraeg Ystalyfera for further education where I studied English and Welsh A levels in the sixth form.

After completing my A levels I became a sports apprentice to the Welsh organisation, Urdd Gobaith Cymru where I spent my days developing and organising new sporting opportunities for primary aged children through the medium of Welsh. I worked with other members of the sporting team to create partnerships with Welsh primary schools in the Rhondda area to deliver sport events and after school sports clubs to children who may not have got many opportunities to socialise in Welsh.

I then moved on to my second job, a learning support assistant in a Welsh primary school in Bridgend, Bro Ogwr. During my time there I was based in the reception and nursery classes where working with teachers and other teaching assistance was part of the daily routine. We succeeded in supporting the children with their needs and I would often assist children across the curriculum while regularly specifically focusing on their mathematics, reading or writing.

After three years I moved to my current job as a learning support assistant in Ysgol Gynradd Gymraeg Castell- Nedd. I carry out similar job roles to my previous employment such as supporting the development of the children but I have also taken on the new role of covering PPA lessons where teachers are allowed time to prepare, plan and assess. I work closely with other teaching assistants to teach and support the nursery class when the teacher isn't present. This

Commented [M1]: Flottman, McKernan and Tayler (2011) discusses how professionals benefit from working together or in a partnership. Working with others provides us with the opportunity to develop professionally through others' expertise and experience.

Commented [M2]: Chambers (2015) it is required that teachers and support staff should work together to ensure that the needs of the children are met.

Commented [M3]: Trigg and Mohammed (2000) discuss the consequence of not working together and how this can effect a child and their education. A child's needs may not be met due to poor communication skills and the failure of teaching staff and professionals not working together.

opportunity has allowed me to plan and organise classroom tasks and activities of my own to a variety of children and abilities.

Alongside being a full time learning support assistant I am also studying a full time degree in Early Years, Education and Care. Managing two important roles has been difficult but it has made me realise my desire of continuing to work with children and becoming a Welsh primary school teacher. Once graduating from my BA degree I am hopeful of becoming a successful PGCE candidate in order to complete my teacher training.

Key Skills

- Excellent communication skills, both written and verbal through the medium of Welsh and English.
- Confident in using Microsoft Office, including Access, Excel, Word and PowerPoint.
- I have the ability to work under pressure when a deadline is near.
- Admirable team working skills.
- Confident independent worker.
- Time management.

Commented [M4]: Walker (2018) expresses the importance of remembering that teaching staff's working relationship is multi-disciplinary in order to support the development and common good of every child.

Employment History

Ysgol Gynradd Gymraeg Castell- Nedd- Learning Support assistant

(September 2018 – Present)

Achievements and responsibilities:

- Supporting the classroom teacher by supervising classroom tasks and activities.
- Working with individual children, small groups or as a whole class.
- Work on a one to one basis for children with additional learning needs or who have added educational support.
- Making sure that the pupils are supported and are able to engage in their learning and stay on task during the lesson or activity.
- Supporting the social and emotional development of pupils.
- Report to the classroom teacher regarding children's issues or progression when needed.

Commented [M5]: Fox (1998) outlines the importance of supporting other teaching staff and the children in their care. Successfully working with other teaching staff will assist a child's academic, social, and emotional progress.

Student Number- 1803428

Module Code- ECGE6001

- Covering planned absences and covering PPA lessons where teachers plan, prepare and assess.

Ysgol Gynradd Gymraeg Bro Ogwr- Learning Support Assistant

(September 2015 – September 2018)

Achievements and responsibilities:

- Motivated and encouraged pupils during classroom tasks and activities.
- Assisted with marking and correcting work.
- Helped with school activities, trips and events.
- Supported the classroom teacher with some lesson planning.
- Planned and organised classroom resources.
- Cleared away materials and equipment after lessons

Urdd Gobaith Cymru- Sport Apprentice

(September 2014 – September 2015)

Achievements and responsibilities:

- Assist sports officers and leaders in increasing the participation of children and young people in regular sporting activities through the medium of Welsh.
 - Worked alongside experienced sports leaders to gain the experience needed to lead my own sporting clubs and events.
 - Developed weekly sessions and out of hours sports clubs.
 - Organised school visits to promote new sports clubs.
 - Worked closely with Welsh primary schools to work together to develop their pupils sporting lifestyle through the medium of Welsh.
 - Organised and managed new volunteers to run sports clubs for the community.
-
- First aid trained.
 - Child safety.
 - Level 1 gymnastics coaching
 - Level 2 sports leaders.
 - NVQ level 2 certificate in Activity Leadership.
 - Leading athletics.

Education

Ysgol Gyfun Ystalyfera

(September 2007 – June 2014)

A-levels:

- English- E
- Welsh- D

GCSE:

- Welsh Language- B
- Welsh Literature- C
- English Language- B
- English Literature- B
- Mathematics- C
- Science- C
- Science- D
- Physical Education- C
- Art- C
- History- D

Ysgol Gynradd Gymraeg Castell- Nedd

(September 1997 – June 2007)

Hobbies & Interests

Growing up I have always been interested in sports. I was a part of agymnastics club for almost ten years and went on to gain a coaching qualification through my previous job at the Urdd. From there I began to coach after school and community gymnastics clubs alongside various other sports. During my time as a teaching assistant I have also enjoyed running afterschool sports club with various ages

Student Number- 1803428

Module Code- ECGE6001

throughout the school. In Ysgol Gynradd Gymraeg Bro Ogwr I coached the Netball team who went on to win numerous competitions.

I also consider myself to be quite an artistic person who enjoys being creative. I enjoyed art lessons when I was at school and studied the subject for my GCSE's. I am responsible for the wall displays in our classroom and take pride in using the children's ideas and bringing them to life with the class. I am also patient and enjoy letting the children be creative and imaginative when it comes to the art lessons.

Personal Development Plan

Development	Why?	How?	When?	Where?
Getting a place on the PGCE course.	Applying and being accepted to do the PGCE course in Swansea University will allow me to begin my journey to becoming a Welsh primary school teacher. I must show willingness and dedication in order to prove to the interviewers that I am capable and ready to complete the course.	Applying for a place on the PGCE course requires an application form which includes a personal statement. If I am a successful candidate then I must attend an interview day which consists of an individual interview and a group interview. I must then pass four tests in order to be considered for a place on the course. These tests are Welsh, English, Mathematics and a Welsh written test. The PGCE course is very competitive with only a certain number of candidates being invited for an interview and gaining a place on the course. If I	The application process for the PGCE course starting in September 2020 opens mid to late October 2019 which is known as 'Apply 1' which closes in January. If this date is missed then I will then apply through 'Apply 2' but there will be limited places left.	University of Wales Trinity Saint David, Swansea SA1 campus.

Commented [M6]: Firestone, Schorr and Monfils (2004) discuss the importance of showing dedication in order to provide active support to the pupils of the school. It is also mentioned how being dedicated can also show the willingness to professionally develop within your job role.

Student Number- 1803428

Module Code- ECGE6001

		am successful this will show the interviewers and PGCE representatives how eager I am to take the next step in my career.		
Resitting Mathematics GCSE or an equivalency test.	As this is a requirement to getting a place on the course I must attain a B grade in Welsh Language, English language and Mathematics. As I already achieved my B grades in both languages, in order to meet the course's full criteria I must also achieve a B grade or above in Mathematics. Resitting my Mathematics GCSE will show my commitment to the PGCE course and my future as a teacher.	In order to achieve a GCSE B grade I must apply and complete the equivalency mathematics test. The two day course consists of a Mathematic workshop for a day and a half where a tutor supports you in preparation for the test. On the second day you are required to sit the test and pass with enough marks in order to get a B grade. In order to apply for the equivalency test I must contact P_PGCE@uwtsd.ac.uk to register. There is no cost for the workshop	I must apply and pass the equivalency test by September 2020 in order to meet the course conditions and to gain my place for this coming September.	Coleg Sir Gar, Pibwrlwyd Campus, Carmarthen, SA31 2NH

Commented [M7]: Du Plessis (2019) discusses how teachers show their eagerness and dedication through highlighting their knowledge and expertise. By doing so they can shape their subjects according to the needs of the children.

Commented [M8]: Moses, Admiraal and Berry (2016) discusses teacher's commitment and how it is an important factor when it comes to influencing the schools pupils to have a high performance standard.

Student Number- 1803428

Module Code- ECGE6001

		or test. There is only one resit opportunity but if a resit is required there is a fee of £75.		
Completing PGCE course	In order to become a Welsh primary school teacher I must be dedicated and enthusiastic to gain the required qualification and complete the PGCE course.	During the course I will be required to study and complete assignments regarding teaching and the current educational issues. I will also spend up to two thirds of my time on placement in schools, teaching in each of the key stages. I must show my eagerness and commitment to the primary school teachers as during my time as a PGCE student I will assist in the teaching before teaching a full class with occasional observations.	September 2020- June 2021.	University of Wales Trinity Saint David, Swansea SA1 campus.

Commented [M9]: McNair (2003) express the importance of commitment and dedication and how it is central to a teachers role. They go on to explain how teachers are not only committed to their pupils but also to the development and improvement of the school.

Commented [M10]: According to Blatchford and Manni (2012) the success of the classroom is down to the dedication and enthusiasm of the teacher. Being a committed teacher motivates the children to engage in the lesson or activity.

Student Number- 1803428

Module Code- ECGE6001

		I will also have to manage my time in order to complete my assignments outside of placement hours.		
Getting a Welsh teaching job.	Once I graduate from the PGCE programme I must search and apply for Welsh teaching roles.	I will search for teaching roles through the eteach website. If I am successful and get invited to an interview I must show the head teacher and the interviewing panel that I am an eager newly qualified teacher who is dedicated to the development of the Welsh language and to the education system.	September 2021.	The Neath and Swansea area.

Commented [M11]: The Welsh in Education action plan 2017- 2021 (2017) discusses how The Government must have a sufficient supply of teachers to teach and develop the Welsh language and that teachers should ensure that all children and learners are able to use the Welsh language.

Personal Statement

I first realized my love for working with children while at my first job as a Sports Apprentice for the Urdd. Encouraging children to take part in sporting activities through the Medium of Welsh was rewarding whilst watching them enjoy learning new skills and gaining new experiences and opportunities. Interacting with new schools and children was exciting and every week was different. My main responsibility was to work closely with a number of different schools in my area developing, preparing and running sports clubs after school and also for the community. Whilst doing so I would also be expanding the use of the Welsh language by allowing children to socialise outside of the school and teacher environment. My experience during the year encouraged me to continue working with children through the medium of Welsh.

Experiences from my work with the Urdd led me to my previous job at a Welsh Primary School. Over the years in Ysgol Gynradd Gymraeg Bro Ogwr, as a classroom assistant I had been responsible for helping the development of children in both the Reception and Nursery class which require patience, assertiveness and flexibility. Within the Nursery class I was required to incorporate aspects of the curriculum with teaching basic skills such as wearing a coat and using a knife and fork. I have experience in preparing appropriate and different activities catering for the needs of all groups of pupils.

I am confident in preparing resources to develop the learning and I am confident whilst encouraging independence in the continuous provision areas. I feel that I have high expectations of discipline which has been reflected lesson observations. I have experience of working effectively both as part of a team and independently when required. I had to develop the skills required to deal with children between 3 and 5 years old as they are often learning through their second language. With Welsh being my first language, the language I communicate through at home, I feel strongly that working through the medium of Welsh in a primary school is even more rewarding for myself. Watching children not only furthering their skills and knowledge in the classroom but hearing them use new vocabulary and engaging in Welsh conversations with their friends is very satisfying.

After three years at Bro Ogwr I had decided that I wanted to work closer to home which led me to my current job at Ysgol Gynradd Gymraeg Castell- Nedd which is where I attended as a child. I am in my second year at the school and currently working in the nursery class. Whilst continuing to deliver similar duties and supporting the children in different aspects of their development I have also been given more responsibilities and roles. During my first year at Castell- Nedd I was given the opportunity to cover PPA lessons which allows teachers to plan, prepare and to assess. Continuing this role through to my second year has given me the opportunity to plan and deliver new activities and lessons to

Commented [M12]: The Urdd Sports website (2014) states that its aim is to develop children's skills and performance in a fun and relaxed environment through the medium of Welsh.

Commented [M13]: The 'Increasing the number of communities where Welsh is the main language' (2013) publication outlines the importance of socialising through the medium of Welsh. Children and young people must be encouraged to use the language wherever possible in order for it to develop and grow.

Commented [M14]: The Welsh in Education publication (2018) praises the development of the Welsh language over the last half a century and discusses the importance of how all children should be proud to use the language in all aspects of their life.

children of various ages through- out the school. Whilst working with the older children during my PPA cover I have enjoyed seeing their Welsh language being developed. As the Welsh language is such a fundamental part of the curriculum in Wales I take pride in promoting the Welsh language whilst having classroom discussions about its importance.

Working as a Learning Support Assistant has been very rewarding but I would now like to extend my knowledge further by completing my teacher training. Studying the BA in Early Years Education and Care has further reinforced my desire to work with children and provided extended career satisfaction for myself. Returning to education to complete my degree was daunting especially whilst working full time as a teaching assistant. With the support from the lecturers, fellow students and at my work place I have worked hard to achieve my current grades. Working as a teaching assistant for five years has opened my eyes to many opportunities but I now feel confident that I can move on to complete my PGCE next September. I feel I have gained from the experience and learned skills while working under the guidance of experienced teachers and I look forward to becoming a successful Welsh primary school teacher in the near future.

Commented [M15]: Estyn (2013) states that in order for children to successfully transition in to secondary school, schools and settings must delivery high quality Welsh language teaching in over for their pupils to progress and develop accurately.

Commented [M16]: The 'Curriculum for wales 2022' (2019) draft outlines how teachers must encourage children to use Welsh confidently and should support linguistic progression in every phase of their education.

Personal Reflection

(993 words)

Introduction- Coming to the end of my university degree has made me think and reflect on my time as an Early Years, Education and Care student. I believe that completing any degree at any age can be difficult but returning to education to study my BA (Hons) degree in the Early Years whilst working as a full time learning support assistant has been challenging at times.

I will be using Gibbs' Reflective Cycle (1988) in order to give my personal university reflection more structure.

Description- I believe as a student, the best way for me to learn is to experience first-hand practice. I benefit from experiences and opportunities which allows me to have a clearer understanding of the practice. I believe that studying my degree whilst also working full time in a nursery class has been beneficial. Both my work and degree apply to each other and I have found that putting university theories to practice has been extremely valuable. Working whilst studying has allowed me to experience the theories that I have learnt and apply them to my workplace.

Feelings- I believe that studying a full time degree whilst also working as a full time learning support assistant has been difficult at times. As an Early Years student I have had to manage my time accordingly due to my busy schedule in order to ensure that I have time to respect work commitments, complete university assignments but also to allow myself to have time to myself to socialise and relax. Arranging my time effectively has eased the weight of university stress and I believe it has been beneficial for me to find time to relax even when a deadline is near. I believe that finding the balance between university work, my job and my personal life has been important. At some stage of their lives, everyone has commitments which are to be completed within a limited time therefore managing your time effectively is extremely important. To analyse how we spend our time and to have the ability to arrange time to complete tasks is an important skill. I believe I have managed my time by starting my assignments early. Allowing myself to work my way through a piece of work at my own pace has given me the opportunity complete my tasks within the expected time frame. I believe by being organised and allocating myself the appropriate time to complete university assignments has led to my first class grades.

Evaluation- University has reopened my eyes to my desire of working with children. Studying modules such as 'Safeguarding in the Early Years' and 'Reflections on Early Years Provision' has taught me further valuable skills and experiences which I reinforce on a daily basis in my work place. I will take all of my acquired skills and move forward as a hopeful PGCE candidate.

The safeguarding module has shown me how different agencies work together with appropriate measure to protect children from any harm. As a learning support assistant I found this module particularly helpful and beneficial for my work. Researching various different children's acts has taught me how to follow the expectations outlined in order to keep the children in my care safe from any harm. Whilst working with nursery aged children in a primary school, learning and researching in to safeguarding has improved my knowledge greatly. It has given me the confidence when it comes to acknowledging safeguarding signs in children and I believe I would now be confident to come forward if I thought that there was a change in a child's behaviour or appearance due to violence, abuse or neglect.

The reflections module made me consider areas to develop in order to prepare myself for the next step of my journey as a hopeful primary school teacher. It was required for me to research in to what was needed to complete a PGCE application and what I needed to achieve to be a successful candidate. I have since discovered a 2.2 degree is needed but it also essential that I complete an equivalency test or re-sit my mathematics GCSE in order to get a B grade.

Conclusion- I believe that working a full time job whilst also studying a full time degree has set me on a positive path for my future. Being on time and not missing lectures, submitting assignments before the deadline whilst meeting work commitments shows that I have learnt self-discipline which has made me a reliable student and employee. I also believe that my academic work has improved during the two years. I had been out of education for almost five years before completing my degree and hadn't written academically since. My first university grade was a 2.1 and with the support and feedback from my lecturers I have learnt how to write effectively in order to get the best grades for myself. Managing two important roles has been difficult and challenging at times. I have needed reassurance and motivation but having critical yet positive feedback encouraged me to work even harder to reach first class grades.

Action plan- Upon graduating my Early Years degree I will hopefully be a successful PGCE candidate and I will be preparing myself to start my teacher training course in September. After working and earning an independent income for more than six years I am anxious about committing to being back in full time education. Being without a stable income for an academic year will be challenging but I understand that once I have completed my teacher training I will then be able to earn a respectable living in order to hopefully buy my first home. After graduating I then look forward to completing the next step of my journey to becoming a Welsh primary school teacher. I believe that my degree in Early Years, Education and Care has been an excellent foundation for my career of working with children and I look forward to the next step after graduating.

Reference List

- Chambers, D. (2015). *Working with Teachers and Other Support Staff for Inclusive Education*. [ebook]
Available at: <https://www.ebooks.com/en-us/1953291/working-with-teachers-and-other-support-staff-for-inclusive-education/dianne-chambers/> [Accessed 20 Jan. 2020].
- Du Plessis, A. (2019). *Professional Support Beyond Initial Teacher Education*. [online] Google Books.
Available at:
[https://books.google.co.uk/books?id=KoOrDwAAQBAJ&printsec=frontcover&dq=Professional+Support+Beyond+Initial+Teacher+Education:+Pedagogical+Discernment+and+the+Influence+of+Out-of-Field+Teaching+Practices+\(Teacher+Education,+Learning+Innovation+and+Accountability\)&hl=en&sa=X&ved=0ahUKewiy2_b3n5XnAhXVmFwKHHVHSCwoQ6AEIKTAA#v=onepage&q=Professional%20Support%20Beyond%20Initial%20Teacher%20Education%3A%20Pedagogical%20Discernment%20and%20the%20Influence%20of%20Out-of-Field%20Teaching%20Practices%20\(Teacher%20Education%2C%20Learning%20Innovation%20and%20Accountability\)&f=false](https://books.google.co.uk/books?id=KoOrDwAAQBAJ&printsec=frontcover&dq=Professional+Support+Beyond+Initial+Teacher+Education:+Pedagogical+Discernment+and+the+Influence+of+Out-of-Field+Teaching+Practices+(Teacher+Education,+Learning+Innovation+and+Accountability)&hl=en&sa=X&ved=0ahUKewiy2_b3n5XnAhXVmFwKHHVHSCwoQ6AEIKTAA#v=onepage&q=Professional%20Support%20Beyond%20Initial%20Teacher%20Education%3A%20Pedagogical%20Discernment%20and%20the%20Influence%20of%20Out-of-Field%20Teaching%20Practices%20(Teacher%20Education%2C%20Learning%20Innovation%20and%20Accountability)&f=false) [Accessed 18 Jan. 2020].
- Estyn.gov.wales. (2013). [online] Available at:
<https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Welsh%20Language%20Development%20in%20the%20Foundation%20Phase%20-%20January%202013.pdf> [Accessed 15 Jan. 2020].
- Firestone, W., Schorr, R. and Monfils, L. (2004). The Ambiguity of teaching to the test: standards, assessment, and educational reform. *Choice Reviews Online*, [online] 42(03), pp.42-1693-42-1693.
Available at: https://search-proquest-com.ezproxy.uwtsd.ac.uk/docview/225806476?accountid=130472&rft_id=info%3Axi%2Fsid%3Aprim [Accessed 20 Jan. 2020].
- Flottman, R., McKernan, A. and Tayler, C. (2011). *Victorian Early Years Learning and Development Framework*. [ebook] Available at:
<https://www.education.vic.gov.au/Documents/childhood/providers/edcare/pracpartner.pdf> [Accessed 20 Jan. 2020].
- Fox, G. (1998). *A Handbook for Teaching Assistants*. [online] Google Books. Available at:
https://books.google.co.uk/books?id=UZ2uDAAAQBAJ&printsec=frontcover&dq=working+together+with+other+teachers&hl=en&sa=X&ved=0ahUKewj066q_7ZLnAhU-ShUIHZt_C1oQ6AEIMjAB#v=onepage&q=working%20together&f=false [Accessed 20 Jan. 2020].
- McNair, V. (2003). Book Reviews. *Educational Management & Administration*, [online] 31(2), pp.223-224. Available at: <https://journals-sagepub-com.ezproxy.uwtsd.ac.uk/doi/abs/10.1177/0263211X030312011> [Accessed 20 Jan. 2020].

Moses, I., Admiraal, W. and Berry, A. (2016). Gender and gender role differences in student–teachers' commitment to teaching. *Social Psychology of Education*, [online] 19(3), pp.475-492. Available at: <https://link.springer.com/article/10.1007%2Fs11218-016-9340-3#citeas> [Accessed 19 Jan. 2020].

Siraj-Blatchford, I. and Manni, L. (2012). Effective Leadership in the Early Years Sector. [online] Available at: <https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780854739394> [Accessed 21 Jan. 2020].

The University of Edinburgh. (2018). *Gibbs' reflective cycle*. [online] Available at: <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle> [Accessed 12 Jan. 2020].

The Welsh Government (2013). *Increasing the number of communities where Welsh is the main language*. [online] Available at: <https://gov.wales/sites/default/files/publications/2018-12/welsh-communities-task-and-finish-group-report-and-recommendations.pdf> [Accessed 18 Jan. 2020].

The Welsh Government (2017). *Welsh in education Action plan 2017–21*. [online] Available at: <https://gov.wales/sites/default/files/publications/2018-02/welsh-in-education-action-plan-2017–21.pdf> [Accessed 19 Jan. 2020].

The Welsh Government (2019). *A guide to Curriculum for Wales 2022*. [online] Available at: <https://hwb.gov.wales/draft-curriculum-for-wales-2022/a-guide-to-curriculum-for-wales-2022/> [Accessed 18 Jan. 2020].

Trigg, E., Mohammed, T., Ford, L., Montgomery, H. and Vidler, V. (2000). *Practices in Children's Nursing E-Book*. [ebook] Available at: <https://books.google.co.uk/books?id=wYbQAQAQBAJ&printsec=frontcover&dq=Practices+in+Children's+Nursing&hl=en&sa=X&ved=0ahUKEwiTh4rs65LnAhXmQRUIHdETDoIQ6AEIKTAA#v=onepage&q=Practices%20in%20Children's%20Nursing&f=false> [Accessed 20 Jan. 2020].

Urdd.cymru. (2014). *Urdd Gobaith Cymru / Sports*. [online] Available at: <https://www.urdd.cymru/en/sports/> [Accessed 17 Jan. 2020].

Walker, G. (2018). *Working Together for Children*. [online] Google Books. Available at: <https://books.google.co.uk/books?id=MHIADwAAQBAJ&printsec=frontcover&dq=working+together+for+the+needs+of+the+child&hl=en&sa=X&ved=0ahUKEwzn9qL7JLnAhVxQxUIHWorBoMQ6AEIKTAA#v=snippet&q=working%20together&f=false> [Accessed 20 Jan. 2020].