

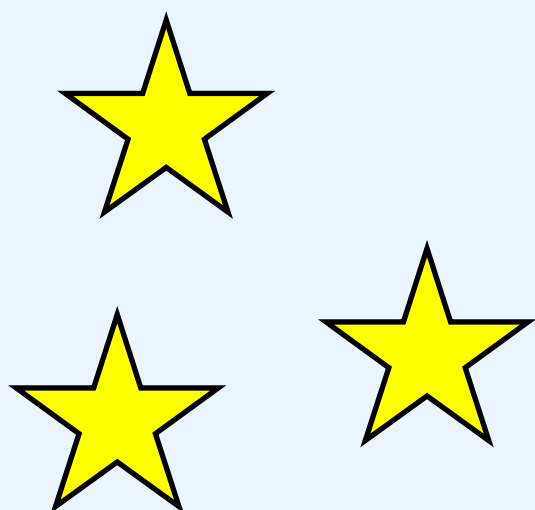


Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Placement Portfolio

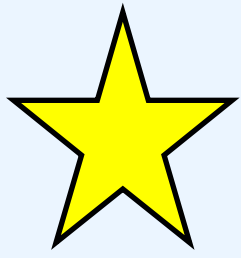
Education in action

Module: ECAP5008



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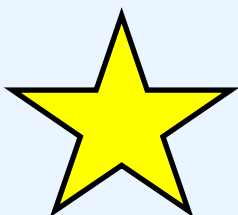
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Overview



This portfolio provides evidence from my 10-day placement at Ysgol Gynradd T Llew Jones in Brynhoffnant. My role in the placement was to assist the children when they required help and to plan educational activities that would benefit their learning. I completed my placement in a classroom with children ranging from 5-7 years old.



Placement information

Name of Student:	Charlotte Evans
Proposed Placement Setting and Address:	Ysgol T Llew Jones primary school, <u>Brynhoffnant</u> , Llandysul, SA44 6EA
Proposed Dates of Placement:	(10 days) November- Friday 10 th , Friday 17 th Friday 24 th December- Friday 1 st , Friday 8 th , Friday 15 th January- Tuesday 9 th , Thursday 11 th Friday 12 th , Tuesday 16 th
Name of Contact for Venue:	Mrs. Rhian Lloyd
Please also state their position:	Headteacher
Email Address:	Lloyd38@hwbcymru.net
Telephone Number for Contact at Placement:	01239 654553
Is a DBS required for you to attend this placement?	Yes - No If <u>Yes</u>, have you applied for this? <u>Yes</u> applied on - 27/9/2023 - No
Explain how your role in this <u>organisation/on this placement</u> meets the criteria for the assessment for the module (e.g., what duties/tasks will you be undertaking that are relevant for the module assessment)	Within this placement setting, I will be working with young children ranging from ages 5-7. From working alongside different age categories, I will be able to see different teaching techniques being used and watch the children progress and develop their academic skills in the classroom. I will assist the pupils with the tasks set by the teacher such as reading, writing and numeracy.

Email correspondance

University placement work

CE

Charlotte Evans (2206694)

To: Lloyd38@hwbcymru.net

Fri 06/10/2023 12:51

Good afternoon,

My name is Charlotte Evans, and I am a level 5 Applied Psychology student at University of Wales Trinity St Davids. I am also a former student of Ysgol T Llew Jones from when it first opened.

As part of my level 5 modules, Education in action, I am required to complete a 10 day/80 hour equivalent educational placement. This placement requires me to engage in any formal or informal educational activity with individuals of any age, and to provide evidence of this, such as an attendance form and images of the tasks completed with the children.

I would be very grateful if you would consider me to carry out my placement within one of your classes at the school.

The hours of the placement can take place anytime between October and March.

This is not an assessed placement, therefore there will not be a visit from my tutor or any other member of the university. All that is required from yourself is the completion of an attendance form at the end of the placement.

I completed my basic DBS check last week and it came back clear, just awaiting my certificate.

I look forward to hearing from you.

Kind regards,
Charlotte Evans.

RHYBUDD: Deilliodd yr e-bost hwn o du allan i system E-bost Prifysgol Cymru Y Drindod Dewi Sant. Peidiwch ag ateb, na chlicio ar ddolenni nac agor atodiadau oni bai eich bod yn adnabod cyfeiriad e-bost yr anfonwr ac yn gwybod bod y cynnwys yn ddiogel.

WARNING: This email originated from outside University of Wales Trinity Saint David's Email System. Do not reply, click links or open attachments unless you recognise the sender's email address and know the content is safe.

Bore da Charlotte,

Gobeithio dy fod yn weddol?

Croeso iti ddod I'r ysgol i wneud dy brofiad gwaith.

Pryd wyt ti eisiau cychwyn?

Byddem amiti fod yn dosbarth BL 1 a 2.

Edrych ymlaen I gylwed wrthot.

Cofion
Rhian Lloyd

CE

Charlotte Evans (2206694)

To: M Lloyd (Ysgol T Llew Jones) <LLOYDM38@tllewjones.ceredigion.sch.uk>

Thu 12/10/2023 12:17

Bore da,

diolch yn fawr am ganiatau i mi wneud profiad gwaith gyda chi.

Hoffwn cychwyn yr wythnos ar ol hanner tymor, ar y Dydd Gwener 10fed o Tachwedd ac yna y Dydd Gwener canlynol (10 diwrnod / 80 awr cyfatebol).

Dydd Gwener yw'r unig diwrnod allai wneud oherwydd gwaith a prifysgol.

Byddai dosbarth blwyddyn 1/2 yn wych, diolch. Efallai gallwn i fynd gyda blwyddyn 3/4 am hanner fy amser i ddangos technegau dysgu gwahanol hefyd.

edrych ymlaen i glywed wrthot,

wrth Charlotte Evans

Confirmation of the dates

Nosan da,

Rwyf newydd weithio allan y dyddiadau pryd byddai'n dod mewn i'r ysgol. Sylwais fod brifysgol dal i ffwrdd ar gyfer y nadolig, pan fydd yr ysgol wedi ailagor. Felly, allai wneud yr wythnos cyntaf dod nol ar ol nadolig. Dyma'r dyddiadau pan byddai'n dod mewn:

November-

Friday 10th,

Friday 17th

Friday 24th

December-

Friday 1st,

Friday 8th,

Friday 15th

January-

Tuesday 9th,

Thursday 11th

Friday 12th,

Tuesday 16th

Gobeithio bod rhain yn addas i chi.

Diolch,

Charlotte Evans

Ydi gret.

Welai chi ar y 10/11/23

Cofion

Rhian Lloyd

: Charlotte Evans (2206694) <2206694@student.uwtsd.ac.uk>

Sent: Thursday, October 12, 2023 9:37 PM

To: M **Lloyd** (Ysgol T Llew Jones) <**LLOYD**M38@tllewjones.ceredigion.sch.uk>

Subject: Re: University placement work



Communication between lecturer and the Headteacher of the school



Dear Rhian,

As part of their degree in Applied Psychology at the University of Wales Trinity Saint David, our second year students study the module Education in Action. This module has been designed to allow students to engage in a small work experience placement to enable them to explore current issues in education. The placement is not assessed (no visits), but students will be expected to collect information and knowledge about the role/organisation that will enable them to complete the assignments for this module.

Students have been asked to contact an appropriate organisation and request approval to engage in 10 days of work placement before Easter. The onus is very much on the students to show initiative and responsibility in identifying their placement and arranging the specific details of the placement hours and activity.

Charlotte has suggested an opportunity to visit your place of work to find out more about his chosen area of interest. We hope that this will be possible and we thank you for considering this request. Please be assured that we will be expecting the highest levels of professional conduct from our students at all stages of the placement, so we would ask that you contact us should you have any cause for concern at any stage.

On behalf of the University and Charlotte, may I thank you, in anticipation, for your kindness in allowing the students to broaden their knowledge by visiting your location. If you are happy for Charlotte to begin her placement with you, **could you please respond to this email agreeing to this?**

Kind regards,

Charlotte Greenway



Good afternoon,

I apologise for not replying before now.

We are pleased to offer a Charlotte a placement that will begin in November.
We shall look forward to welcoming her back to school!

Kind regards

Rhian Lloyd

Pennaeth / Headteacher
Ysgol T Llew Jones
Brynhoffnant,
Llandysul,
Ceredigion
SA44 6EA

DBS certificate

STRICTLY PRIVATE AND CONFIDENTIAL

002549
CHARLOTTE EVANS
DOL HUAN
SARNAU
LUNDY SUL
UNITED KINGDOM
SA44 6QS

0000082320254901000

Basic Certificate
Page 1 of 2

Disclosure & Barring Service

DBS fee charged

DBS ID Number: P0007ZB4VDB

Certificate Number 001145288205

Date of Issue: 02 OCTOBER 2023

Applicant Personal Details

Surname: EVANS

Forename(s): CHARLOTTE ANN

Other Names: NONE DECLARED

Date of Birth: 29 DECEMBER 2002

Place of Birth: HAVERFORDWEST UNITED KINGDOM

Gender: FEMALE

Police Records of Convictions, Cautions, Reprimands and Warnings

NONE RECORDED

Basic Certificate

This document is a basic certificate within the meaning of section 112 of the Police Act 1997.

This section provides general information in the use and content of this certificate. For further detailed information see our website www.gov.uk/dbs

Use of certificate information

The information contained in this certificate is confidential and all employers or other organisations that are given this certificate must keep it secure and protect it from loss or unauthorised access in line with their obligations under the Data Protection Act.

This certificate is issued in accordance with Part V of the Police Act 1997, which creates a number of offences. These offences include forgery or alteration of certificates, obtaining certificates under false pretences, and using a certificate issued to another person as if it was one's own.

This certificate is not evidence of the identity of the bearer, nor does it establish a person's entitlement to work in the UK.

Continued on page 2

This Certificate is not evidence of identity. You can find out more about the DBS identity checking process at www.gov.uk/dbs

DBS Disclosure and Barring Service, PO Box 3961, Royal Wootton Bassett, SN4 4HF Helpline: 03000 200 190 © Crown Copyright

Attendance form



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Trinity Saint David

Placement Attendance Form

To be completed by the placement setting at the end of the placement.

Name of Student	Charlotte Evans
Placement Setting	T Llew Jones Primary School
Dates of Placement	November - 10 th , 13 th and 24 th December - 1 st , 8 th , 15 th January - 9 th , 11 th , 12 th , 16 th
Name of individual completing this form. Please also state your position.	Delun Harries Year 1+2 teacher
Please, could you answer the following questions about the student who attended a placement at your organisation?	
Did the student attend all ten days (or equivalent) of the placement? Yes ☒ No ☐	
How was the student's timekeeping?	Good ☒ Satisfactory ☐ Poor ☐
How was the student's engagement?	Good ☒ Satisfactory ☐ Poor ☐
Please provide any other information you consider may be of assistance regarding the performance of this student.	
Formed wonderful relationships with the students. Helped different groups with a variety of tasks and provided support to move them forward. Very eager to help and to learn. Lovely to have her in the class.	
Signature: <i>D. Harries</i>	Date: 16.1.24

Please return this form to Dr Charlotte Greenway
(c.greenway@uwtsd.ac.uk) at the end of the student's
placement experience.

Placement evidence

1-Welsh reading task



In this task, each pupil had to practise reading their reading book out loud, that they'd had over the weekend, so that they could be assessed on their Welsh speaking and reading. I had to listen to how the child was pronouncing the words and provide guidance when needed.

Some of the children that I read with, struggled with some of the words. When this happened, I simply broke the word into chunks and showed them how to pronounce each letter and then slowly pronounced the word until they could say it confidently. If they showed difficulty, the pupil was to remain on the particular level until they progressed.



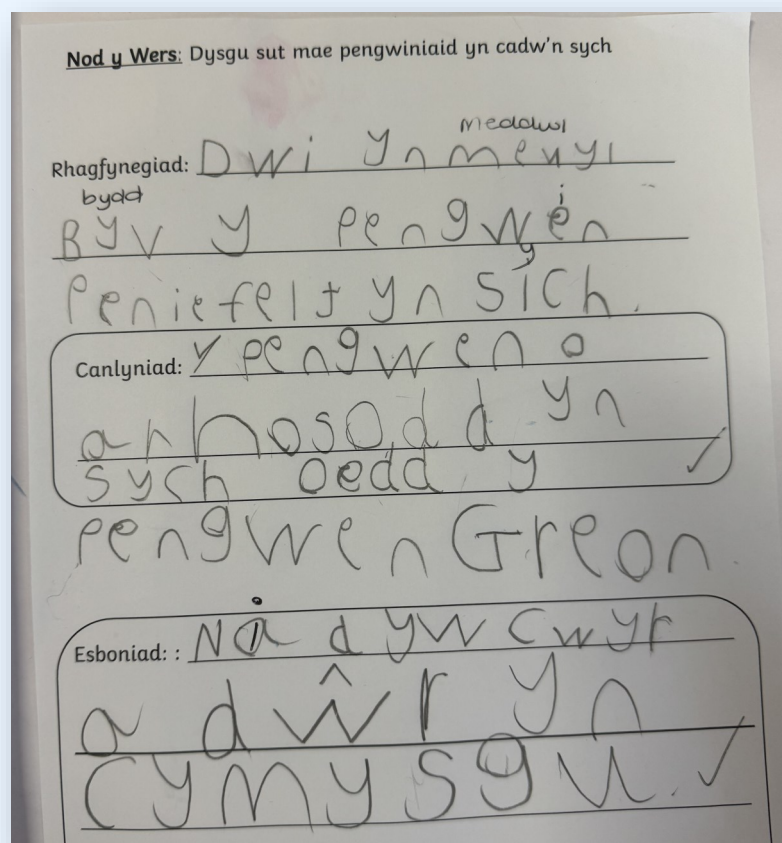
2- Science

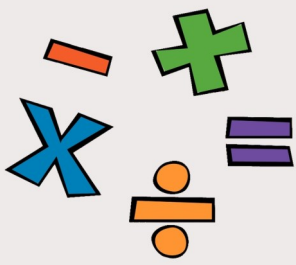
Biology task



In this Biology task, they were learning about animals surviving in the Atlantic, specifically how penguins keep warm and dry with their waterproof feathers. The children were given two penguins to colour in. The one on the left in wax crayon and the one on the right with ordinary crayon/ felt pen. Before they conducted the mini experiment, they had to make a prediction on which penguin represented the waterproof feather effect.

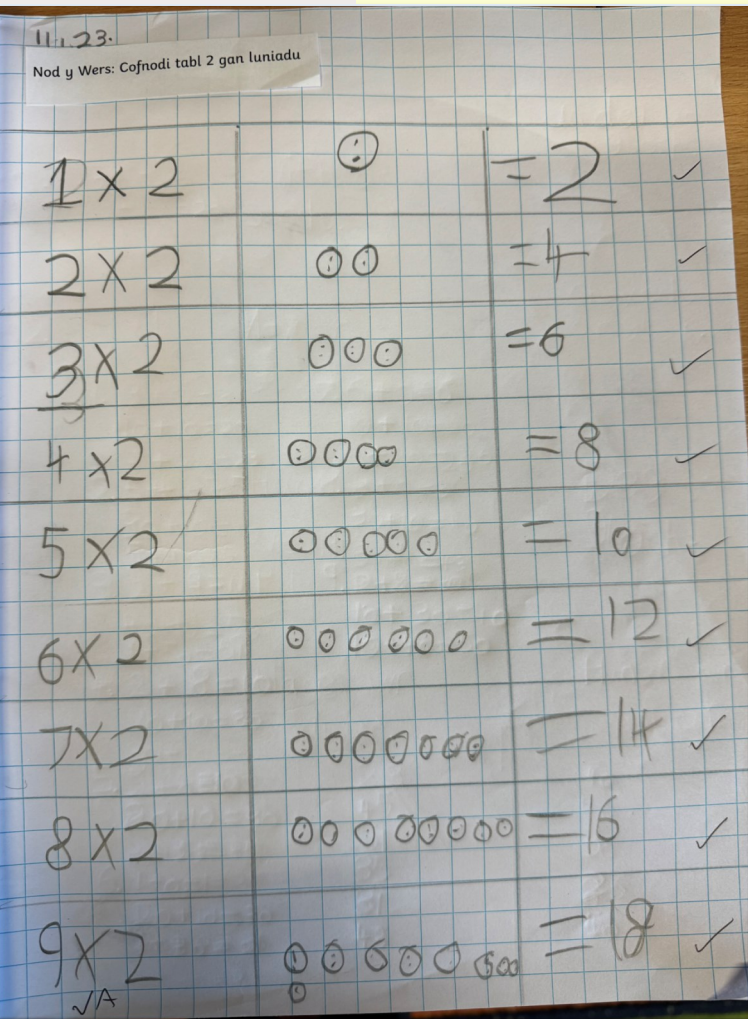
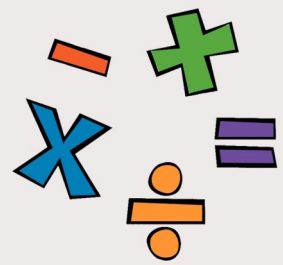
My role was to help them with spelling and help them identify which penguin was going to remain dry. I had to sprinkle droplets on to the penguins to test which one was 'waterproof'.





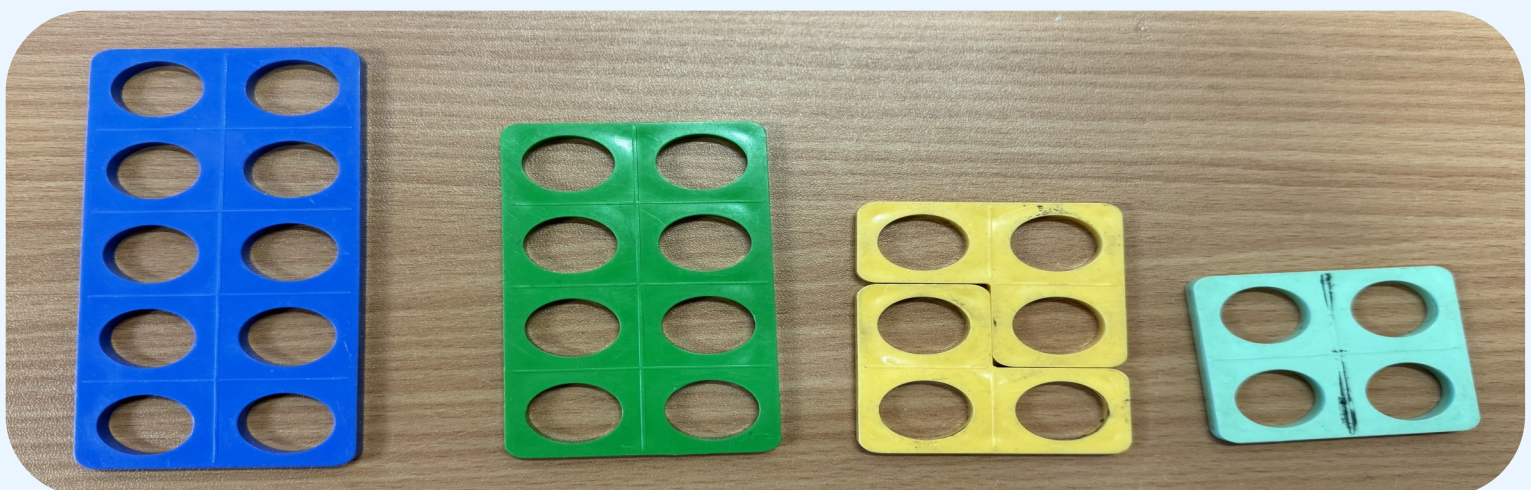
3– Mathematics task

Multiplication



In this multiplication task, the class was divided into four groups depending on their abilities. They were either doing multiplication of one or two, and the group that I was assigned to was doing the two times table. The task required them to multiple the number of circles by two and they used the numicons to help them work out the sum.

My role in this task was to assist the children with their two times table and ensuring they were drawing the correct amount of circles and helping them count with the numicons. Some of the children in this group surprised me with their knowledge as they were quick to answer the sum and answered correctly without fail.





4- Physical activity



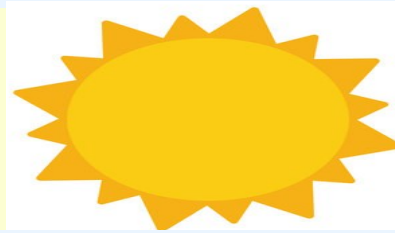
The class was divided into four groups to perform each movement for 60 seconds. The movements were shown on a card and they were scattered on the floor around the hall for each group. The group had to complete the movement that was on the card in front of them and then after 60 seconds rotate clockwise to the next card.

My role in this task was to ensure all the children were participating in the task and completing the movements correctly without hurting themselves or others. I also joined in with different groups to show them how to do each movements. The children enjoyed when I joined them and it made the task more enjoyable for them.



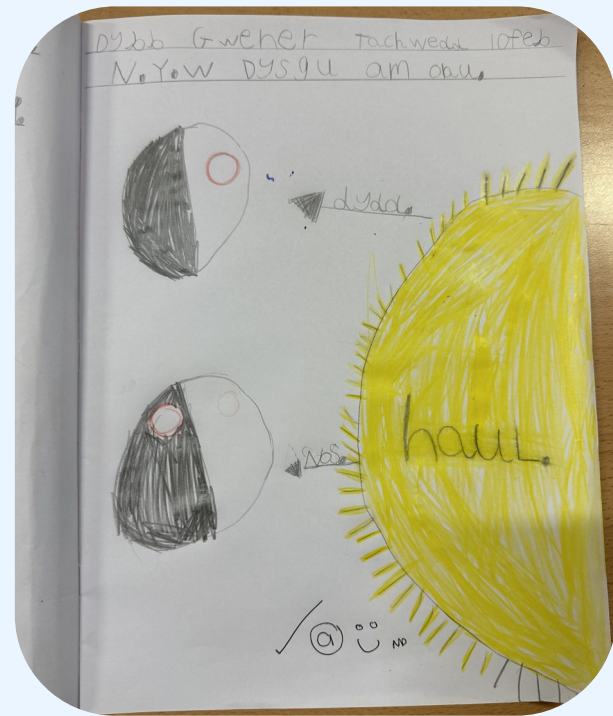
5– Science task

Physics



In this science task, the children had to create puppets out of black card paper so that they could learn about light and shadows. They also cut out coloured transparent colour to show that this wouldn't create a shadow.

They also had to draw the sun and the globe to show that the globe rotates and the sun only lights up half the world at a time. They circled on the globe to represent Wales to show that when the sun shines at Wales, there is light but when the globe rotates, it's our nighttime.



Here was the end result. The children could see that when the light when shinning behind the card puppet, it created a shadow. However, when the teacher showed the transparent paper, the paper didn't create a shadow. My role in this task was to help the children cut their puppets out and cellotape them on to the sticks to create their puppets.

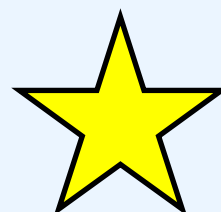
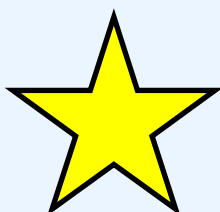
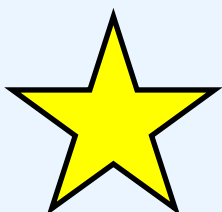


Reflection

The Gibb's reflection cycle (1988) has been used to structure the reflection piece of my experience during the education in action placement. It provides a framework for analyzing experiences and, due to its cyclical structure, works especially well with recurring experiences, enabling you to make plans and learn from things that went well or not (Miller et al., 2020).

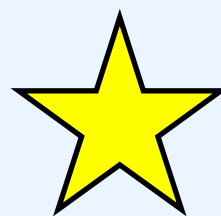
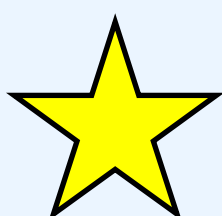
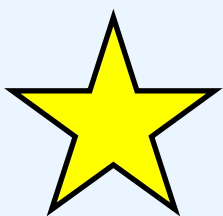
The morning before going to the school, I was extremely nervous as I did not know what to expect as I had not done anything like this before. The thought of being with children made me nervous as I find it hard to communicate with them and in all honesty was dreading the whole experience. However, my overall experience at the school was very positive. I created strong bonds with some of the individuals in the class and all the teachers were extremely welcoming and were willing to help me whenever I needed it.

Over the months I spent at the school, I began to feel more comfortable in the new environment and felt that the children were getting used to seeing me. This made it easier to talk to them, as I got to know them and their routine. Being in a teaching environment was completely new to me and before now, I could not have imagined myself in that position. Being a shy person, made it difficult telling people what to do or disciplining them. The class I was in had 31 students, and two of them had serious behavioral problems. This had a major impact on the rest of the class when they misbehaved, as the teacher would be constantly disciplining and focusing on them. I found this unfair on the children and I would often have to take over supervising the class, whilst the teacher dealt with them, which made me slightly uncomfortable. The class would benefit from extra assistance, especially 1 to 1, for those who misbehave frequently. It would also prevent the teacher from getting distracted and interrupted during teaching.



During my placement, I assisted children in a variety of subjects, ranging from math to science. I would be assigned which group to go to by the teacher. I would help the children with their spelling, reading and how to write each number correctly. In the multiplication task, I remember being impressed by their knowledge, as they were answering the math question correctly with confidence. Initially, I found it awkward and difficult to talk to the children, as they did not know who I was. However, as the weeks went on, I gained confidence and was able to make conversation with them and felt comfortable around them. The most enjoyable lesson was the physical activity, as I joined in with them and from that moment onwards, I felt that I had created a bond with the class. Hearing them laugh with me made me feel accepted by them and no longer a stranger to them.

However, as it was a large class with a mixture of personalities, there were challenges. The class was rather chatty, and the children often spoke to each other whilst the teacher tried to speak. I could relate to the teacher's frustration, but I felt useless as I did not have the confidence to raise my voice to help settle the class down. My second time being in the classroom, I was asked to take charge of a group and read out the words for their spelling test. I found it difficult to keep their attention, as there were other activities going on behind them and some of the children were faster at writing than others. I would often have to repeat the word several times for some of the children and you could see the others getting frustrated. Therefore, I feel that the groups should be divided into groups according to their ability, not age, as the children would be at the same pace and feel more comfortable with others of the same ability. I found it challenging to manage misbehavior and would ask for the teacher to step in, so that I could observe for next time. However, by the end of the placement, I was able to manage the group confidently and discipline if needed to.



In conclusion, overall, I found the placement a very positive experience and that I have gained knowledge and confidence in the teaching environment. I learnt the importance of building a relationship with each student, so that they feel comfortable and safe around you. However, being in the teaching environment is more stressful and tiring than I imagined, as young children are constantly on the go. After completing this placement, it made me realize that I can try new challenges and that I should not let my lack of confidence prevent me from trying new tasks.

Reference list

Miller, J. M., Ford, S. F., & Yang, A. (2020). Elevation through reflection: Closing the Circle to Improve Librarianship. *Journal of the Medical Library Association*, 108(3), 353–363. *ncbi*.

<https://doi.org/10.5195/jmla.2020.938>

