



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



Placement portfolio

Module: Education in action

Module code: ECAP5005

OVERVIEW

This portfolio is about my 10 day placement that I spent at Ysgol Bro Pedr. It contains all the relevant information about the placement, including the communication between me and the school, the lecturer and the assistant head teacher, my role in the Year 6 classroom and my experiences.



EMAILS BETWEEN THE STUDENT, THE HEAD AND THE ASSISTANT HEAD TEACHER

ZT Zsuzsanna Telekesi (2203653)
To: C Morgan (Ysgol Bro Pedr)
Cc: L Gregson (Ysgol Bro Pedr); N Lloyd-Evans (Ysgol Bro Pedr)
Fri 29/09/2023 08:00

Bore da,

Thank you very much, I am very grateful for the opportunity!

It would be great if we can meet and further discuss it. I am free all-day Monday and Friday next week but if that doesn't work for you, I usually can do Monday, Wednesday and Friday any time as I spend Tuesdays and Thursdays at the university. Just let me know when it's convenient for you, I am quite flexible.

I would like to thank you all again for your support and looking forward to meeting you.

Zsuzsanna Telekesi

Sent from [Outlook for Android](#)

NL N Lloyd-Evans (Ysgol Bro Pedr)
To: Zsuzsanna Telekesi (2203653); C Morgan (Ysgol Bro Pedr)
Cc: L Gregson (Ysgol Bro Pedr)
Fri 29/09/2023 13:07

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.

Good morning ,
I'm happy to meet with you on Monday morning. Can I say 09:30 ?
Many thanks
Nia

ZT Zsuzsanna Telekesi (2203653)
To: N Lloyd-Evans (Ysgol Bro Pedr); C Morgan (Ysgol Bro Pedr)
Cc: L Gregson (Ysgol Bro Pedr)
Fri 29/09/2023 13:10

That's perfect. Shall I go to the secondary or primary reception?

Thank you
Zsuzsanna Telekesi

Sent from [Outlook for Android](#)

NL N Lloyd-Evans (Ysgol Bro Pedr)
To: Zsuzsanna Telekesi (2203653)
Fri 29/09/2023 13:11

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.

Come down to the primary reception .
Many thanks
Nia

EMAILS BETWEEN LECTURER AND ASSISTANT HEADTEACHER

From: Charlotte Greenway <C.Greenway@uwtsd.ac.uk>
Sent: Tuesday, October 3, 2023 10:16 AM
To: N Lloyd-Evans (Ysgol Bro Pedr) <Lloy-EvanN1@bropedr.ceredigion.sch.uk>
Cc: Zsuzsanna Telekesi (2203653) <2203653@student.uwtsd.ac.uk>
Subject: Placement opportunity

You don't often get email from C.Greenway@uwtsd.ac.uk. [Learn why this is important](#)

Dear Nia,

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.

Zsuzsanna 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 Zsuzsanna, 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 Zsuzsanna to begin her placement with you, **could you please respond to this email agreeing to this?**

Kind regards,

Charlotte Greenway

From: N Lloyd-Evans (Ysgol Bro Pedr) <Lloy-EvanN1@bropedr.ceredigion.sch.uk>
Sent: 02 October 2023 21:18
To: Charlotte Greenway <C.Greenway@uwtsd.ac.uk>
Subject: RE: Placement opportunity

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.

Good morning ,

I had a meeting with Zsuzsanna yesterday and she explained what she was required to do. We have pencilled in the dates and she will be with us after half term- Monday the 6th of November if her DBS comes back in time.

Kind regards

Nia Lloyd-Evans (Assistant Head Teacher)



Charlotte Greenway

To: N Lloyd-Evans (Ysgol Bro Pedr)

Cc: Zsuzsanna Telekesi (2203653)

Tue 03/10/2023 10:22

Morning Nia,

Thank you for the swift response. That's excellent news. I believe her DBS arrived this morning. I will leave Zsuzsanna to contact you to finalise arrangements. Many thanks.

Charlotte

Dr Charlotte Greenway BSc, MSc, MPhil-PhD, CPsychol, FHEA
Senior Lecturer in Psychology
Yr Athrofa, Seicoleg a Cwnsela / Institute of Education, Psychology & Counselling
Prifysgol Cymru Y Drindod Dewi Sant / University of Wales Trinity Saint David
Rhif ffon / Phone Number: 01267676923 Est. Mewnol / Internal Ext: 6923
Cyfeiriad E-bost / E-mail Address: C.Greenway@uwtsd.ac.uk

TogetherAll is an anonymous space that students can visit when feeling down, need support or just need to talk. For further details please visit: <https://www.uwtsd.ac.uk/togetherall/>

PLACEMENT INFORMATION

Placement Information Form

Name of Student:	Zsuzsanna Telekesi
Proposed Placement Setting and Address:	Ysgol Bro Pedr Peterwell Terrace, Lampeter, SA48 7BX
Proposed Dates of Placement:	6 th , 8 th , 10 th , 13 th , 15 th , 17 th , 22 nd , 24 th , 27 th November and 1 st December
Name of Contact for Venue: Please also state their position:	Carys Morgan – Headteacher morganc506@bropedr.ceredigion.sch.uk Nia Lloyd-Evans – Assistant headteacher Lloy-evann1@bropedr.ceredigion.sch.uk
Email Address:	above
Telephone Number for Contact at Placement:	01570 422214
Is a DBS required for you to attend this placement?	☐ Yes ☐ No If Yes, have you applied for this? ☐ Yes applied on _____ 2/10/2023_____ ☐ No
Explain how your role in this organisation/on this placement 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)	I will join one of the primary school classes and work alongside the teachers. My tasks will be for example helping the kids with their reading, spelling and writing tasks.

DBS CERTIFICATE

STRICTLY PRIVATE AND CONFIDENTIAL

004164
ZSUZSANNA TELEKESI
CWM
STRYD NEWYDD
LLANEDR PONT STEFFAN
UNITED KINGDOM
SA48 7AL

00000823004 154010 100

Basic Certificate
Page 1 of 2

Disclosure & Barring Service

DBS fee charged: Certificate Number: **001145375745**

DBS ID Number: P0007ZESKPQ Date of Issue: 02 OCTOBER 2023

Applicant Personal Details

Surname: TELEKESI
Forename(s): ZSUZSANNA
Other Names: NONE DECLARED
Date of Birth: 19 JANUARY 1990
Place of Birth: BUDAPEST HUNGARY
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.

This Certificate is not evidence of identity. You can find out more about the DBS identity checking process at www.gov.uk/dbs
Disclosure and Barring Service, PO Box 3961, Royal Wootton Bassett, SN4 4HF

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ATTENDANCE FORM



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University of Wales
Trinity Saint David

Placement Attendance Form

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

Name of Student	Zsuzsanna Telekesi
Placement Setting	Ysgol Bro Pedr
Dates of Placement	6/11/23 , 8/11/23 , 10/11/23 , 13/11/23 , 15/11/23 , 17/11/23, 22/11/23, 24/11/23, 27/11/23, 1/12/23
Name of individual completing this form. Please also state your position.	Anya Hill Year 6 class 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.

Absolutely excellent!

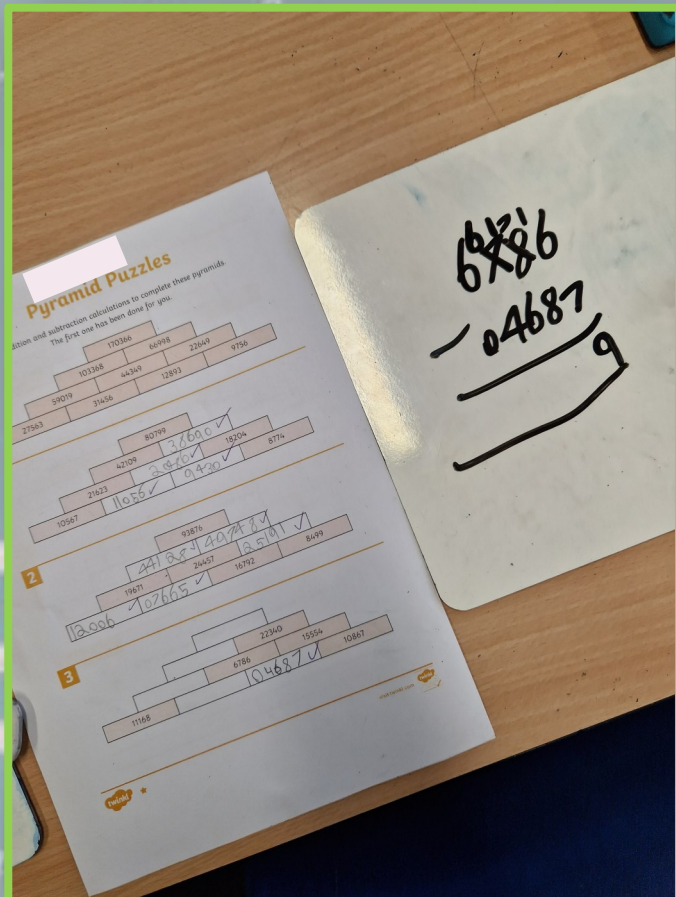
ZsuZsanna demonstrated, interest, engagement, and enthusiasm. She was happy to take responsibility for groups and supported children to complete work to a high level.

Signature:
Anya Hill

Anya Hill

Date: 1/12/23

EVIDENCES



Mathematics—Pyramid Puzzles

One of the first tasks that I was responsible for was the Pyramid Puzzles during math lesson. The students were split up in three groups with different difficulty levels on the task.

I was assigned to two groups who were able to work independently and my role was to check their work and help if they asked.

We did the first of the puzzle together as a group to make sure the students know what to do.

I encouraged them to use their whiteboard to complete their calculations and checked their answer with the help of the answer sheet. When an answer was incorrect I sat with them to see how they worked out their answer and helped them find where did they make a mistake and correct it.

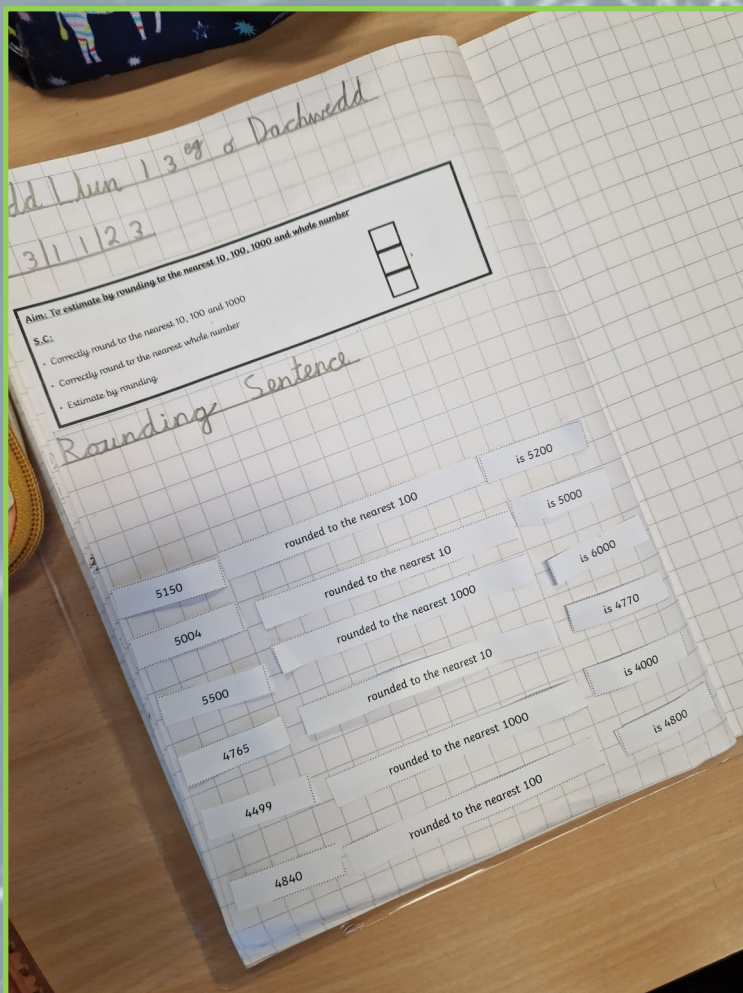
Mathematics—Rounding sentences

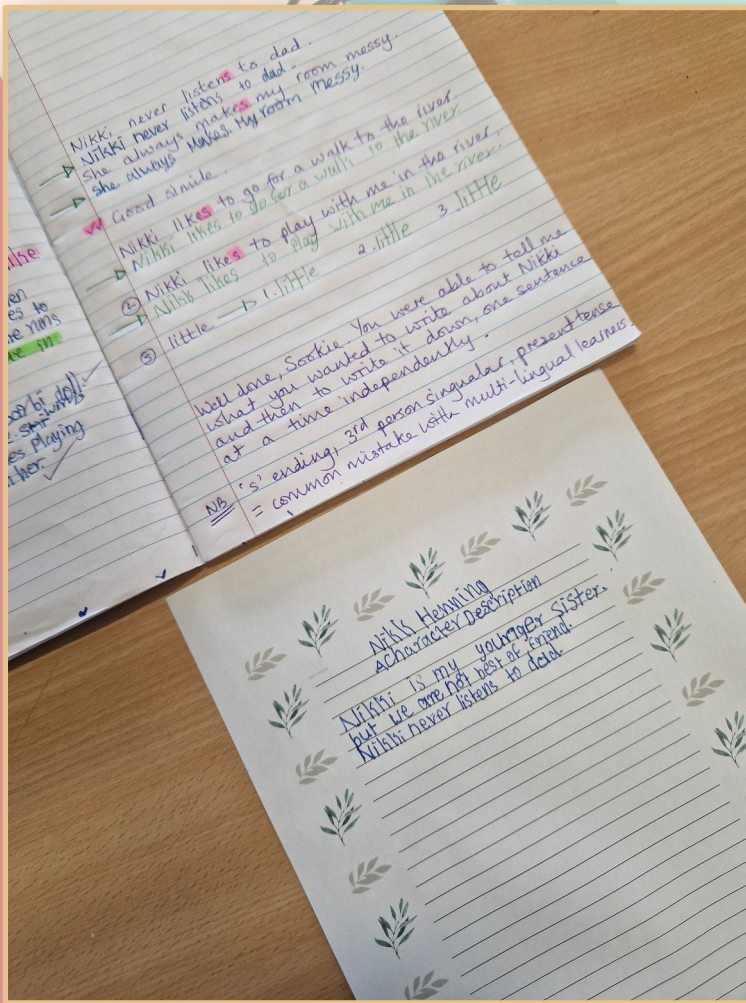
During this math lesson I was assigned to a group of 12 children who usually need a bit of help with their work.

The class teacher explained the task through an example and reminded the children of the rules of rounding.

First we had to cut out the sentences as they would stick it in their math book at the end of the task.

I asked the children to work in pairs and try to find the correct answers. When they finished I sat down with each pair and checked their answer. When it was incorrect I explained the rules of rounding again encouraging them to find their own mistake and correct it.





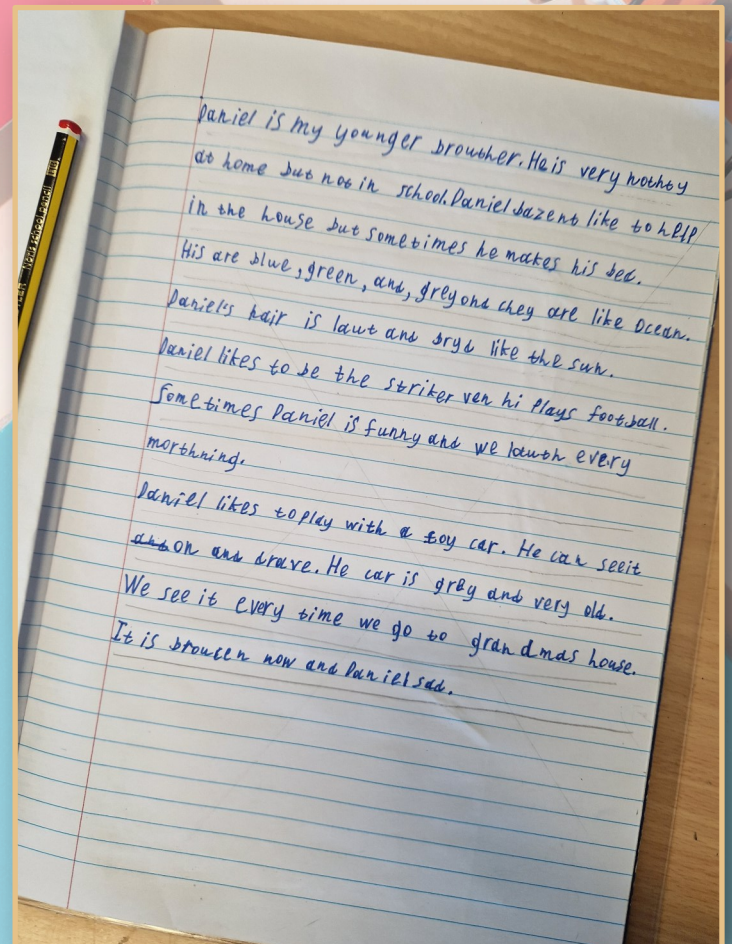
English—Writing

During this task I was paired up with a student who needed help complete this piece of work. A couple of days before they had to write a character describing piece.

During this lesson they had to copy the corrected work on a sheet of paper neatly. The student who I was paired with was new to the class so my task involved explain to her what the different colour markings -made by the teacher- meant and how to correct them. First I made sure they know what the colours mean and how to correct the different type of mistakes. Then we talked about how it should be laid out on the final paper. I also helped her and other students with spelling questions, we used the whiteboard to write down a word with correct spelling before they wrote it on their final piece of paper.

English—language practice

During this task I helped an other student who moved to Wales from a different country and was still learning English. My task was to read the text that the class teacher has written beforehand and he had to write it down after hearing. I helped him with some more difficult spellings and explained some words' meaning that they did not know.

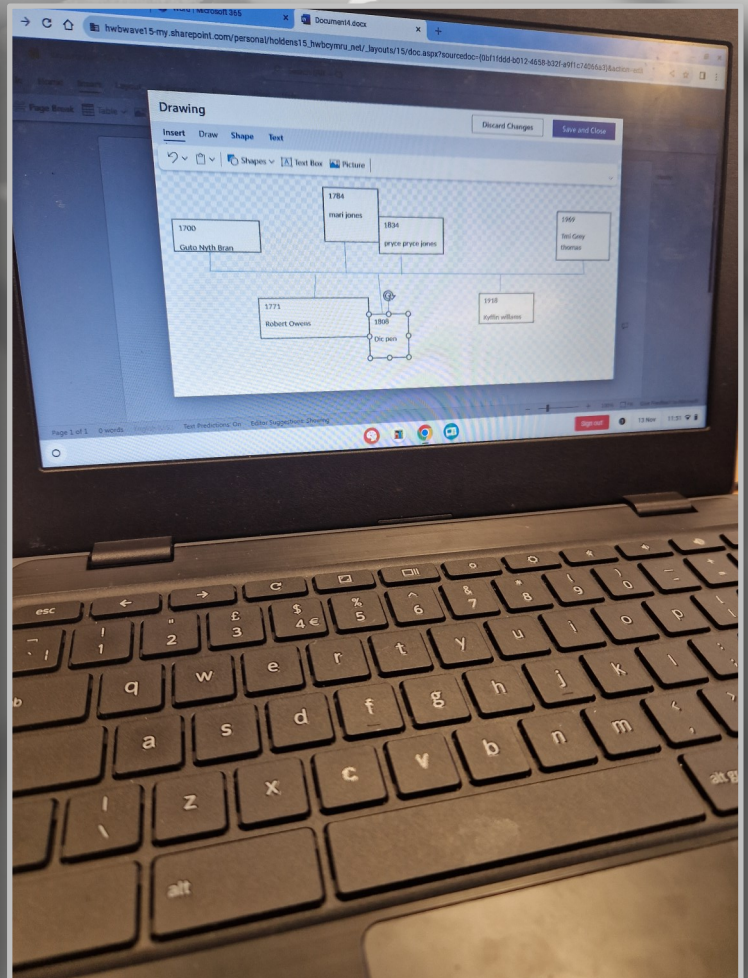
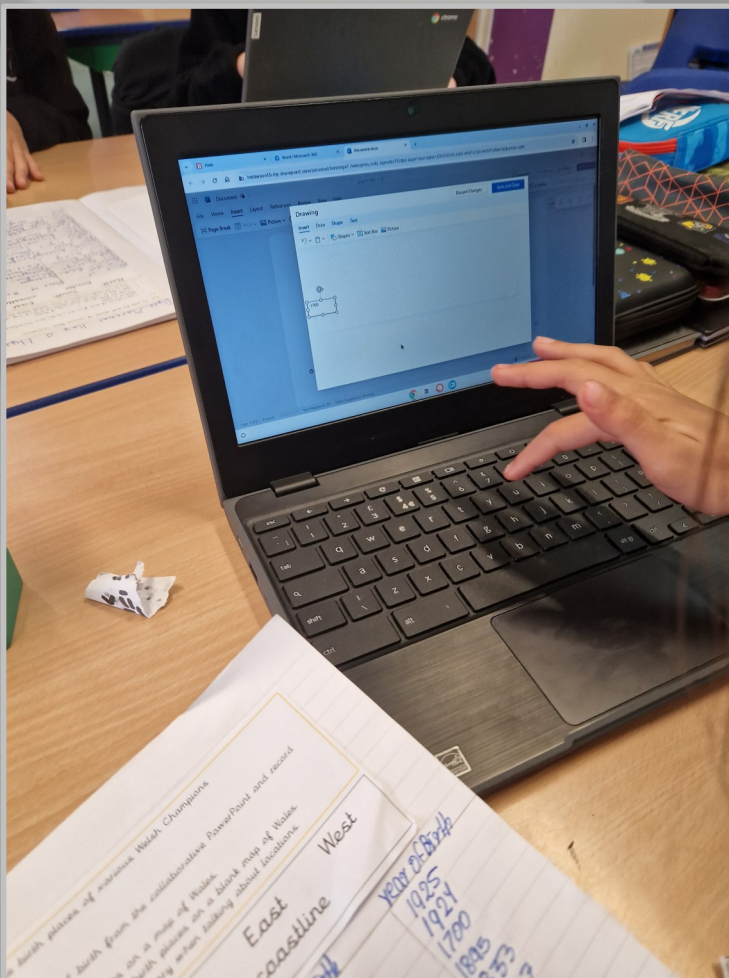


IT

During this IT lesson all the kids were working on Chromebooks. Their task was to create a timeline from birth years from an earlier English lesson task.

I was assigned to a group of children who usually needs help with computer based tasks. I helped them create a timeline and showed them how to format it nicely. I taught them how to insert a text box and change the colour of the lines and writing.

At the end I showed them how to save it to their one drive and we also learned how to attach the file to an email and send it to their class teacher.



Reflection

This reflective piece was written based on Gibbs Reflective cycle (1988).

I spent 10 days at Ysgol Bro Pedr doing my placement. I was assigned to the English Year 6 class. I also spent some time in the Year 5 English class during math lessons.

As a parent, I had some kind of experience with teaching following homeschooling during the COVID pandemic, and this gave me confidence walking into the school on the first day of my placement. It also helped a lot that my children attend this school so I was familiar with most of the teachers and other staff members. The kids were very welcoming even though I did not know many of them from that class. I felt welcomed by the teachers and other staff members however on the first few days I felt a bit of awkwardness that I assumed was because I also was a parent not just someone working with them. I was excited to try something new as I had no previous experience in a school setting and to get some insight into how the children spend their days in the school. At first, I felt the school was doing me a huge favor by taking me on however many of the teachers expressed how grateful they are for my help and I felt appreciated.

I quickly learned the everyday routine. Starting with silent reading while the register is being done. My role during this time was to sit with some of the children while they read out loud and note this in their reading records. During the lessons, I usually worked with a group whose aim was to complete the task with some adult help. I did some one-to-one work with a boy who not long ago came to the school from a different county, so he was still learning English and I also had the chance to participate in running one of the after-school clubs once a week. Once I had the opportunity to work with a student who has Down syndrome. His one-to-one support was not available one afternoon and they asked me if I could fill in. I felt a bit confused when they told me my only job was to keep him happy and occupied. I felt like I needed more guidelines and ideas on what to do. In the end, I managed to ask for some guidance from his key person but I still was not sure if I would be successful. However, we did bond over that our first language was the same and I was able to give some insight into his language skills to the class teacher.

One thing I was struggling with was that I felt like the kids were under loads of pressure and stress and these are not being addressed. I saw kids worrying about not being quick enough or their handwriting not being neat enough and all this could have been avoided if they had been assured they could get an extra few minutes if they needed to. According to Fallin (2001) identifying and changing the stressors for the children helps them to reduce stress levels. I did not feel comfortable pushing them further so I focused on my group and tried to create a more calm environment for them.

Reflection—cont.

During an IT lesson, I was also struggling with the behaviour of one child who was not interested in the task and I needed some help from the class teacher to encourage him to participate and finish his task. If I find myself in a similar situation I would ask for help earlier rather than try to sort it out all by myself. I also found myself in some challenging situations during playtime as this is the time when the children's characteristics are more visible as it is less structured than the lessons and they can socialize and play together (Ridgers, 2011). Children walked up to me because another child said something upsetting to them or hurt their feelings. I never tried to sort these out by myself, I always asked another teacher to stand by me so I could be sure I said the right things.

All together my experience was really good, I felt like I did something meaningful and I was helpful. I learned how to work with a group of children and had a new insight into how the school system works. Watching the teachers dealing with problems in the classroom and on the playground gave me new ideas on how to handle similar situations in the future. I enjoyed working with the children.

References

Fallin, K., Wallinga, C., & Coleman, M. (2001). Helping children cope with stress in the classroom setting. *Childhood Education*, 78(1), 17-24.

Gibbs, G. (1988). *Learning by doing*. Oxford Brookes University. [Learning by Doing \(wordpress.com\)](https://www.wordpress.com)

Ridgers, N. D., Carter, L. M., Stratton, G., & McKenzie, T. L. (2011). Examining children's physical activity and play behaviors during school playtime over time. *Health education research*, 26(4), 586-595.