



Work Placement

ECAP5008

Katherine Monk

2220232

Contents Page

Introduction to the chosen work placement	Page 3
Placement Information Sheet	Page 4
Email Correspondence	
- Between Assistant Head Teacher and myself	Page 5/6
- Between University Lecturer and myself	Page 7
- Between Assistant Head Teacher and University Lecturer	Page 8/9
-Between Classroom Teacher and myself	Page 10
Photograph of an in-date DBS certificate	Page 11
Attendance Form	Page 12
Evidence of work completed within placement setting	
- Writing development	Page 13
- Reading development	Page 14
- Problem-solving skills	Page 15
- Numeracy development	Page 16
- Creative development	Page 17
Introduction to reflection pieces	Page 18
Reflective piece	
- Reading development	Page 19
- Numeracy development	Page 20
- Writing development	Page 21
References	Page 22

Introduction to the work placement



This portfolio is based on my ten-day placement or 80-hour equivalent at a primary school in Carmarthenshire.

I was placed as a 1:1 within the Early Years setting with my main role being supporting one student in the morning and a different student in the afternoon.

My specific role with each child varied different, this was dependent on needs, how the individual child needed supporting or if there were specific tasks set by the class teacher.

On the occasion that my set 1:1 students were not in school, I supported the nursery, reception, or Year 1 classroom as a general teaching assistant. My roles for this was to support student completing their reading, writing, or numeracy skills.

Placement Information Sheet



Placement Information Form

Name of Student:	Katherine Monk
Proposed Placement Setting and Address:	Model Church In Wales Primary School 50 College Road Carmarthen SA31 3EG
Proposed Dates of Placement:	18/10/2023-04/11/2023
Name of Contact for Venue:	Debi Deacon
Please also state their position:	Assistant Head Teacher
Email Address:	~~deborah.deacon@model.vsgolccc.cymru~~
Telephone Number for Contact at Placement:	01267 234386
Is a DBS required for you to attend this placement?	☐ Yes If <u>Yes</u> , have you applied for this? ☐ <u>Yes</u> applied on __06/07/2023__
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)	My role within this placement setting will be working alongside and helping young children develop skills they've already learnt, helping the children develop new skills. I will help guide each student with the relevant tasks set by the teacher, including numeracy, reading, writing, problem-solving, creative development, and learning through play.

ALL information must be provided. Incomplete forms will be returned to the student.

Please return this form to Charlotte Greenway
(c.greenway@uwtsd.ac.uk)

Email Correspondence:

Myself - Assistant Head Teacher

University Placement Work

KM

Katy Monk (2220232)
To: deacond@hwbcymru.net

Mon 02/10/2023 21:53

Hello, my name is Katherine (Katy) Monk. I'm a Level 5, Applied Psychology student currently studying at the University of Wales Trinity Saint David.

As part of one of my modules for this academic year, Education in Action, I am to undertake a placement within an educational setting for 10 days (Or 80-hour equivalent). This placement requires me to engage in educational activities and explore the roles undertaken within education.

As this is for my university course, I will need to provide evidence in the form of a portfolio, this evidence will include images of various tasks undertaken, and attendance forms; this will include a sign-off from a teacher to approve that I have undertaken the 10 days (Or 80-hour equivalent) placement.

All placement hours need to be completed before March 2024. As I am already employed by the agency 'New Directions' and am currently placed within Model In Church school, I do hold an updated DBS.

This is not an assessed placement, therefore, there will not be any visits from any lecturer or anyone facilitated with the university. The only thing required from the school or yourself is the aforementioned signature on the attendance sheet upon completion of the placement hours.

If it is agreed that I can complete my placement within your school, you will then shortly be contacted by email by my course lecturer, Dr. Charlotte Greenway to confirm the placement with yourself.

I look forward and anticipate your response, thank you for your time,
Kind regards,
Katherine Monk

University Placement Work

DD

D DEACON (Model CiW School) <DEBORAH.DEACON@model.ysgolccc.cymru>
To: Katy Monk (2220232)

Thu 12/10/2023 19:16

You don't often get email from deborah.deacon@model.ysgolccc.cymru. [Learn why this is important](#)

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.

Hi Katy,
You are welcome to undertake this placement in the Model.
I am happy to support you in any way I can.
D

Mrs Debi Deacon

Assistant Headteacher/Pennaeth Cynorthwyol
Model Church in Wales School/ Ysgol y Model
01267 234386

Email Correspondence:

Myself - Assistant Head Teacher

 Katy Monk (2220232)
To: D Deacon (Model CiW School)



Fri 13/10/2023 11:44

Hello Mrs. Deacon,

Thank you so much for this opportunity to intertwine my university work with my work.
Are you happy for me to pass on your email address to my lecturer just to confirm my placement with Model school?

Katy

...

 D DEACON (Model CiW School) <DEBORAH.DEACON@model.ysgolccc.cymru>
To: Katy Monk (2220232)



Fri 13/10/2023 12:22

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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.

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Of course!
No problem.
D

Mrs Debi Deacon

Assistant Headteacher/Pennaeth Cynorthwyol
Model Church in Wales School/ Ysgol y Model
01267 234386

Email Correspondence: Myself - University Lecturer

Education University Placement

 **Katy Monk (2220232)**

To: Charlotte Greenway



Tue 17/10/2023 14:59

 Placement form for school.d...
61 KB

▼

Hello Charlotte,

Attached is my completed form with all the relevant information to start my education placement required for my module. I have spoken with the teachers, and everything is set to start straight away.

Thank you,
Katy Monk

↩ Reply

➦ Forward

Email Correspondence:

Assistant Head Teacher - University Lecturer

From: Charlotte Greenway <C.Greenway@uwtsd.ac.uk>
Sent: 17 October 2023 22:22
To: D DEACON (Model CiW School) <DEBORAH.DEACON@model.ysgolccc.cymru>
Cc: Katy Monk (2220232) <2220232@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 Deborah,

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.

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

Kind regards,

Charlotte Greenway

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/>

Dr Charlotte Greenway BSc, MSc, MPhil-PhD, CPsychol, FHEA

From: D DEACON (Model CiW School) <DEBORAH.DEACON@model.ysgolccc.cymru>
Sent: Wednesday, October 18, 2023 8:07 AM
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.

Bore da Charlotte,
Thank you for your email!
More than happy to support Katy in this.
Diolch
Debi

Mrs Debi Deacon

Assistant Headteacher/Pennaeth Cynorthwyl
Model Church in Wales School/ Ysgol y Model
01267 234386

Email Correspondence:

Assistant Head Teacher - University Lecturer



Charlotte Greenway
To: D Deacon (Model CiW School)
Cc: Katy Monk (2220232)

Wed 18/10/2023 08:35

Morning Debi,
Thanks for agreeing to this. Excellent news. Any issues, please let me know.
Regards,
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/>

Latest publications:



Email Correspondence: Myself - Class Teacher

Education placement



Katy Monk (2220232)

To: JULIE.SAER@model.ysgolccc.cymru



Tue 17/10/2023 12:56

Hello Mrs. Saer,

I am already currently working within your classroom, but through permission from Mrs. Deacon I am now mixing my work alongside my university education placement which is a required part of my course.

I just wanted to email to ensure you knew about this change and I will also send you an email of any photos taken that will be included in my portfolio submission.

I look forward to seeing you tomorrow!

Thank you,
Katy Monk



J SAER (Model CiW School) <JULIE.SAER@model.ysgolccc.cymru>

To: Katy Monk (2220232)



Wed 18/10/2023 17:02

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.

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Thank you Katy for informing me of this change.

Kind regards

Julie Saer

My Personal DBS Enhanced Certificate

Enhanced Certificate
Page 1 of 2

Disclosure & Barring Service

DBS Fee Charged	Certificate Number 001836999553
	Date of Issue: 29 JUNE 2023
Applicant Personal Details	Employment Details
Surname: MONK	Position applied for: CHILD WORKFORCE - LEARNING SUPPORT ASSISTANT
Forename(s): KATHERINE MARIA	Name of Employer: NEW DIRECTIONS
Other Name(s): NONE DECLARED	
Date of Birth: 18 AUGUST 1996	Countersignatory Details
Place of Birth: BRIGHTON	Registered Person/Body: NEW DIRECTIONS EDUCATION
Gender: FEMALE	Countersignatory: CHELSEA HARVEY

Police Records of Convictions, Cautions, Reprimands and Warnings
NONE RECORDED

Information from the list held under Section 142 of the Education Act 2002
NONE RECORDED

DBS Children's Barred List information
NONE RECORDED

DBS Adults' Barred List information
NOT REQUESTED

Other relevant information disclosed at the Chief Police Officer(s) discretion
NONE RECORDED

Enhanced Certificate
This document is an Enhanced Criminal Record Certificate within the meaning of sections 113B and 116 of the Police Act 1997.

THIS CERTIFICATE IS NOT EVIDENCE OF IDENTITY

Continued on page 2

Disclosure and Barring Service, PO Box 165, Liverpool, L69 3JD Helpline: 03000 200 190

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Attendance Form

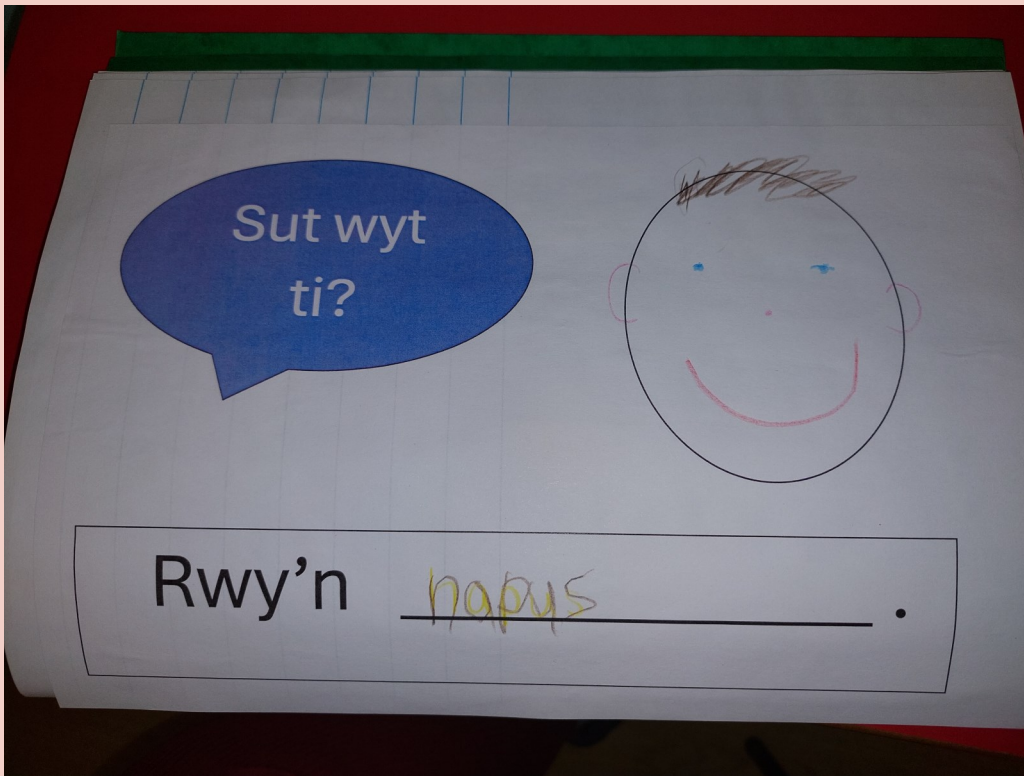


Placement Attendance Form

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

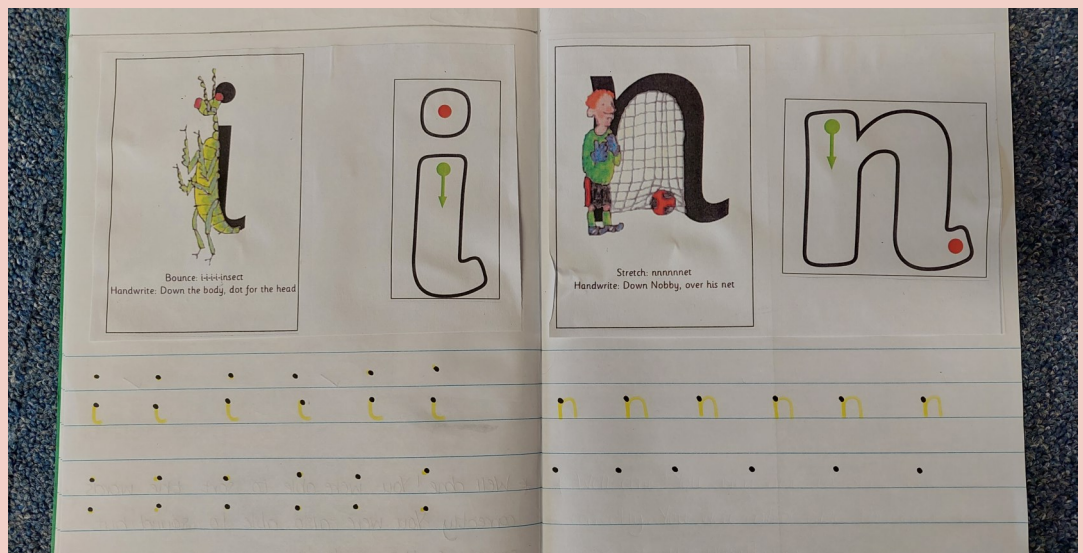
Name of Student	Katherine Monk
Placement Setting	Model Church <u>In</u> Wales School
Dates of Placement	23/10/2023-13/11/2023
Name of individual completing this form. Please also state your position.	Mrs D Deacon (Model CiW School) Assistant Headteacher
Please, could you answer the following questions about the student who attended a placement at your organisation?	
Did the student attend all ten days (or equivalent) of the placement? Yes ☐	
How was the student's timekeeping? Good ☐	
How was the student's engagement? Good ☐	
Please provide any other information you consider may be of assistance regarding the performance of this student. Katy has settled well and proved herself a valuable member of our Early Years team.	
Signature: D Deacon	Date: November '23

Evidence of writing development



The aim of this task was to have the children write down the emotion they were feeling in Welsh, due to the nature of their age, my role was to supervise, encourage, and write the emotion that they said they were feeling in yellow ink so they could trace over it.

The aim of this task was to have the children write down the letters 'i' and 'n'. With only a starting point for each letter. My role for this task was to set up the page in each of their books ready for the task, supervise a group of children working and encourage independent learning and writing.



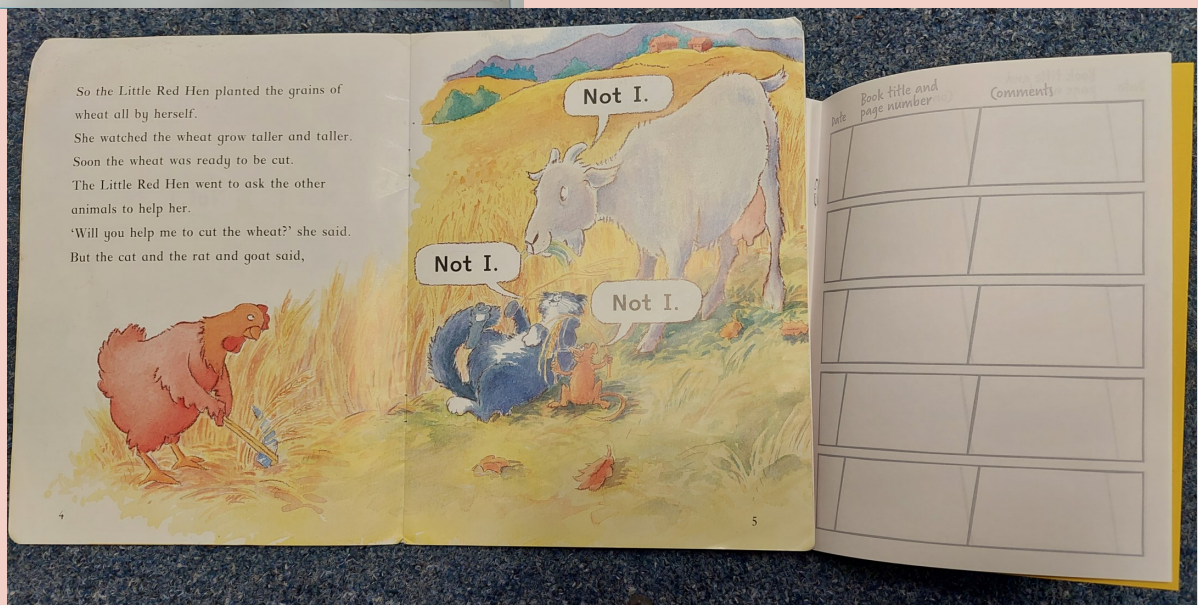
This task was set and completed by myself.

According to the Centre for Literacy in Primary Education, "A well-chosen text provides rich language models and structures from which children can learn how writing works and the effect it can have on a reader" (CLPE, 2018). Learning and using these tools can help motivate students and their writing development styles as they get older.

Evidence of reading development



The aim for this task was to get my 1:1 child familiar with seeing repetitive words and getting them to repeat it, the added element of the different textures within the book added a stimulant to the task for them, too. My role for this task was to supervise, read the book and teach pronunciation of words for repetition all whilst encouraging independence and motivating learning.



The aim for this task was to get the children to read me their book independently, each page had a section for myself to read and then for them to read. My role in this task was to supervise them effectively, trace with my finger as I read and to ensure that they were reading properly and pronouncing words correctly. I then had to write in their journal and give out a new book to read if necessary.

This task was set and completed by myself.

There are many benefits of reading in childhood, these include; “developing empathy, assisted cognitive development, gaining deeper understanding, building stronger relationships, a more extensive vocabulary, higher concentration levels, higher levels of creativity and imagination” (Collier, 2019). Each of these skills learned has the potential to help a person have a higher chance of success later in life..

Evidence of problem-solving skills development



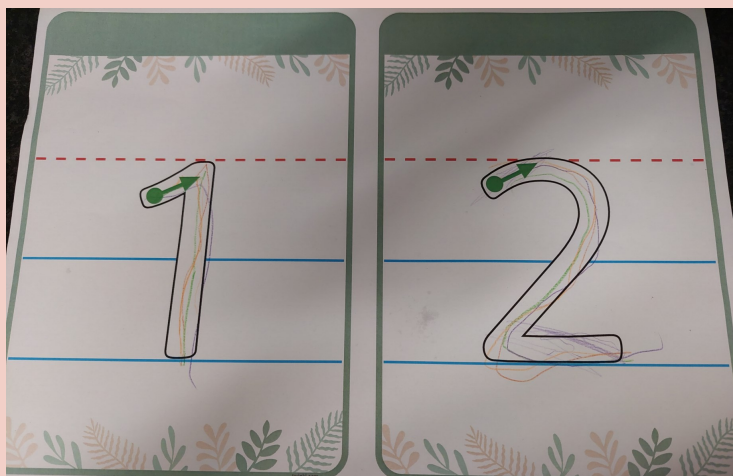
The aim for this task was to solve a puzzle of a hedgehog which was on theme for the class. My role for this task was to support and encourage completion, and at times offering solutions or different ways of thinking when it came to putting the puzzle pieces together.

This activity was repeated four times by the child as they enjoyed it and after the first time completing the puzzle, they were able to complete it by themselves, meaning that my role then was just to support, offer encouragement and give appraisal after completion.

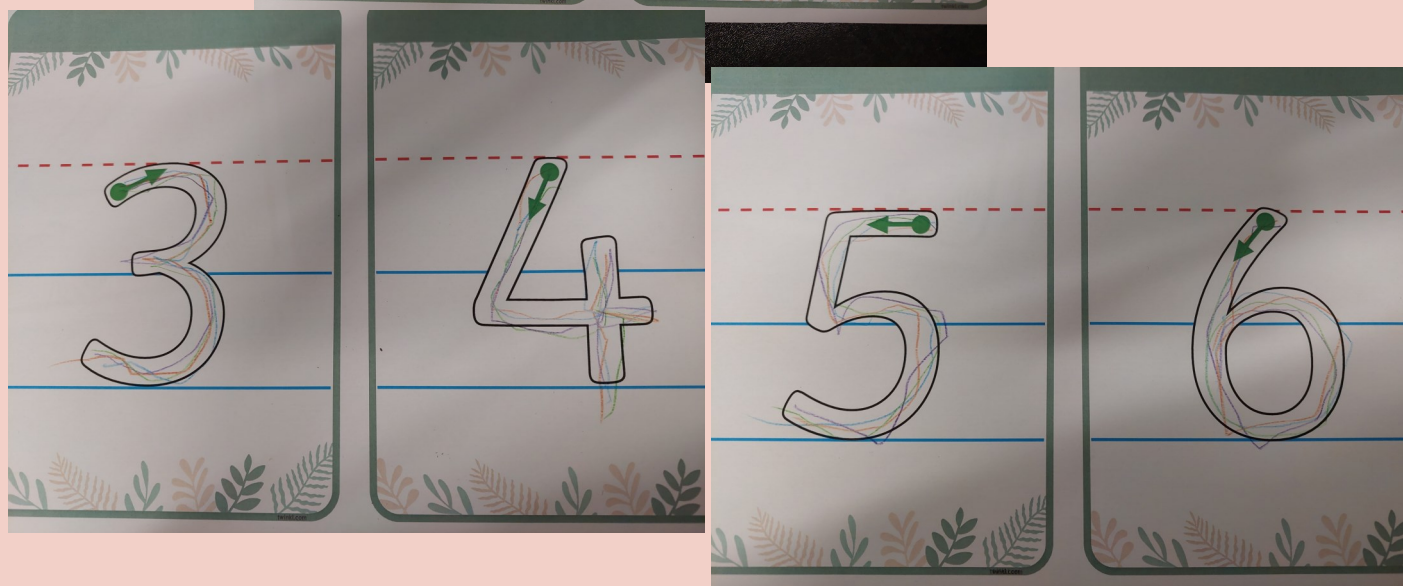
This task was set and completed by myself.

“Problem-solving plays a vital role in children's cognitive development. It encourages creativity because it allows kids to view situations from different perspectives” (Sam, 2021). This gained knowledge and viewpoint allows children to think more critically and creatively when dissecting a specific problem.

Evidence of numeracy development



The aim of this task was to identify, verbalise and write the numbers 1-6. Each number was repeated four times in different coloured pencil each time. There was also the added aim of staying in-between the lines of the printed numbers.



My role for this task was to help the student identify what the numbers were, correct any mispronunciation and guide through verbalising how to write each number, for example, number 4 I said “Down the hill, across the river and over the pond.” I was offering encouragement, appraisal and supporting throughout the activity.

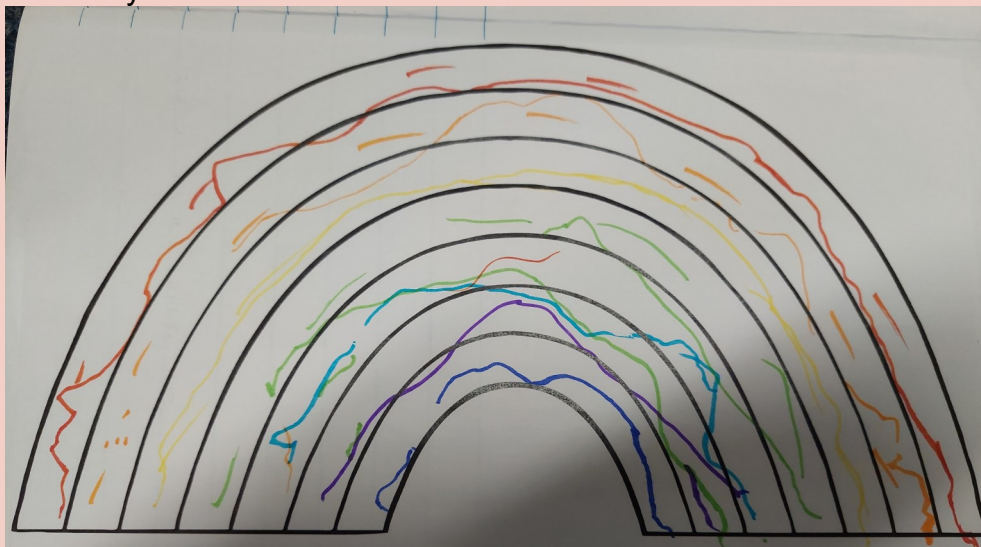
This task was set and completed by myself.

There are many benefits on developing numeracy skills in primary education, these include; “cognitive development, school readiness, mathematical proficiency, confidence, independence, and real-life application” (Educationist, 2020).

Evidence of creative development



The aim of these tasks were the same; to complete a rainbow. The first activity was given so that my 1:1 could recognise which colours went where and then to recreate the rainbow again afterwards as independently as possible. My role within the first activity was to offer a selection of colours and my 1:1 then had to input the colours into the rainbow, I also was there to encourage, support, and appraise the student. My role for the second activity was to get the correct colours readily available and offer encouragement, appraisal and support if and where necessary.



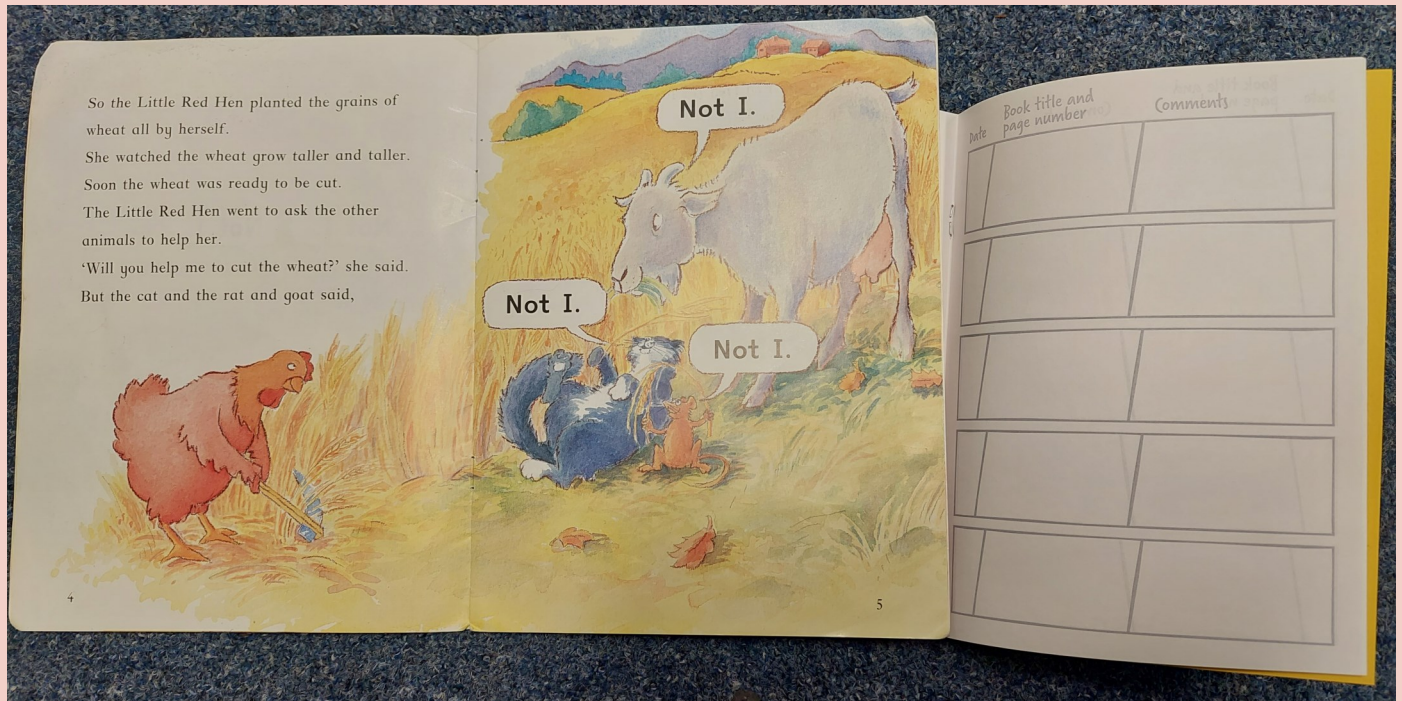
This task was set and completed by myself.

Creating play “develops valuable language and communication skills that they need in everyday life. This sets the foundation of their skills and knowledge to benefit them in the future whilst helping them strategise, communicate, and encourage their social skills” (Monkey, 2020).

Based on the four models of reflection in education proposed by Gore and Zeichner (1991), sourced through John Dabell (2018), I will now reflect on three specific tasks that I set for the students to complete during my placement.

(John Dabell, 2018).

Reflection Piece- Reading Development

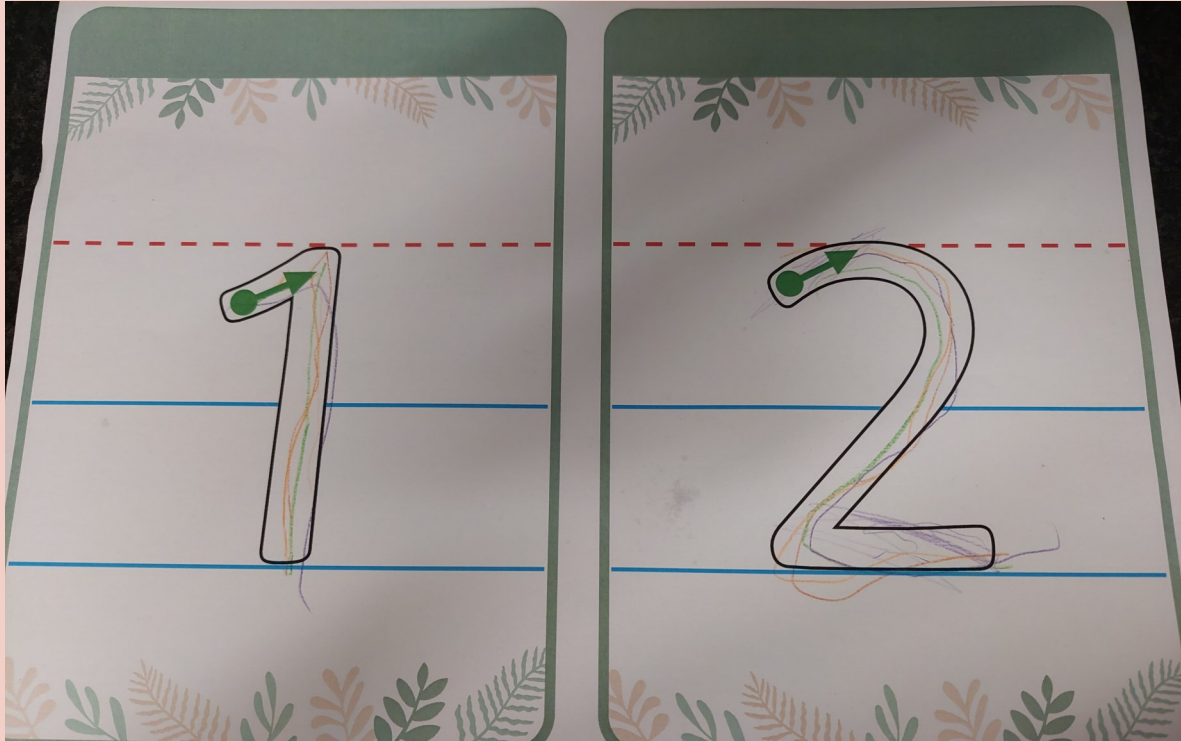


Before completing this task I understood to the best of my ability the task itself. I felt as though I was organised and prepared for the task, I gathered extra books in readiness in case books needed to be exchanged. I had all the materials necessary to complete the task successfully. Each student was assessed individually as not to be biased, they each got my undivided attention. I asked each student at the end of the task how well they understood the reading material and then to re-pronounce any words that they may have struggled with.

I felt confident and comfortable delivering this task based on the knowledge I had on how to complete the task successfully. I felt as though my aims for the task were relevant and appropriate for the age of the students. At the end of the task there was a brief evaluation on the students skills and I feel as though I was able to determine their success, engagement skills, reading skills and ability and therefore either progress them onto their next book or keep them on the same book for additional reading development.

If I were to complete this task again I wouldn't change anything about the task itself, however, I would move the location to a quieter area so I could hear the child more clearly. I was really happy with how this task turned out.

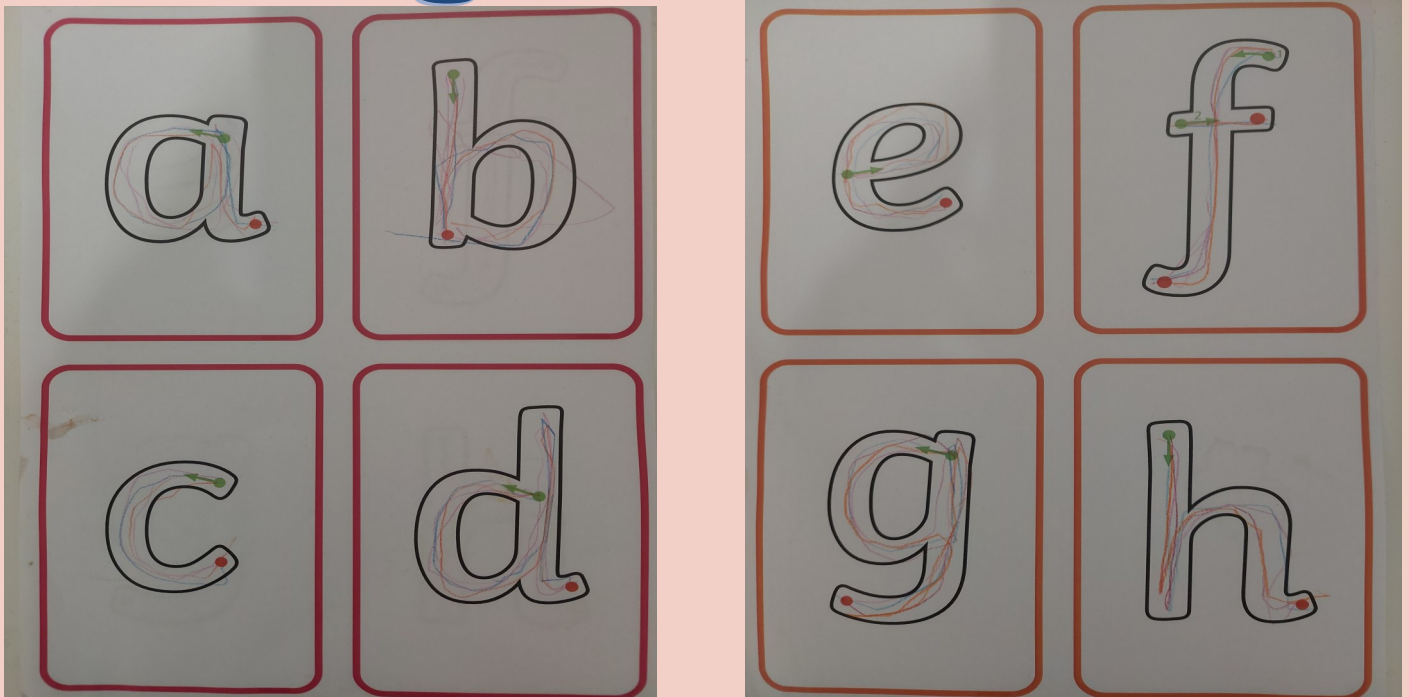
Reflection Piece- Numeracy Development



I was a little apprehensive before completing this task. I understood how to go about completing the task, I felt as though I was organised and physically prepared for the task. The children were to write each number four times and then match it to the correct numicon piece (not pictured for data and identity protection). I had all the materials necessary to complete the task successfully. As this was one of the first tasks I completed within a group, I felt nervous about how I was going to manage the group of children and how to keep them all engaged with the activity throughout the duration of the task. I sought advice/guidance from the class teacher, and they gave me sayings to say to regain focus and attention, and they also gave me the guidance of using short clapping routines to regain control over any noise disruption. I felt a lot better after the conversation with the class teacher—and got straight into the activity with the children. The task ended up running rather smoothly, there was a little hiccup when a child didn't fully understand the task, but luckily at that time I was able to re-explain 1:1 and ensure they fully understood the task before encouraging them and the rest of the group to try and complete their work independently.

If I were to complete this task again, I would triple check that the children understood the task effectively by asking them questions about the task or asking the children to reiterate the task back to me.

Reflection Piece- Writing Development



As this task was similar to the numeracy task I had previously completed with a group of children, I recalled what worked and what didn't work and from that previous experience, I feel as though I then had a clearer idea and better mindset heading into this task. I was organised ahead of time. I took my time ensuring that the children understood the task fully before encouraging them to try and complete the task independently. There was a child within my group whom had recently moved here from a different part of the world, because of this there was a language barrier. To help reduce any issues of this, I used a lot of visual aids for the child and asked them to repeat and copy my actions. This ended up having a positive effect and the child was able to complete their work. I felt really pleased with this accomplishment and how I handled things. Overall, the task ran smoothly, which I was very happy about. This task was also being evaluated by the head of early years which I thought would make me feel nervous, but I remained calm and in control. I received a lot of positive feedback from this evaluation which made me feel very confident with my ability of leading a group of children within an activity.

If I were to complete this task again, with the experience I now have, I would feel confident undergoing the task, I thought on my feet quickly and effectively, I would stay open-minded that I'm working with children and sometimes things just don't go to plan, however, I feel confident that I have the ability to handle almost all situations.

References

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- University of York. (2018). *BSc (Hons) Psychology in Education*. University of York. <https://www.york.ac.uk/study/undergraduate/courses/bsc-psychology-education/>