

ECGE6001

Skills for life: Employability and Future Pathways

Mollie Sadler 1815455

Contents

Page 3 - 4	CV
Page 5 - 6	Personal Statement
Page 7 - 11	Personal Development Plan
Page 12 - 13	Reflection
Page 14 - 15	Reference List

Mollie Sadler

Bridgend | 07792713412 | Molliesadler71@gmail.com

Final year BA Honours in Early years, Education and Care due to graduate in July 2020 with the end goal of becoming a teacher within the primary sector.

Positive, determined and flexible individual with experience of communicating, and organising and planning and working as a valued team leader within a variety of roles.

Enthusiastic towards opportunities to challenge myself and will always give my all.

I believe in fairness and always leading by example.

Education and Qualifications

Apr. 2019 – Present: BA (Hons) Early years, Education and Care at University of Wales Trinity St David

Modules studies include: Safeguarding – Learning Environments - Language and Literacy – Reflective Practice and Employability.

Sep. 2016 – Jul. 2017: Level 5 Higher Diploma Advanced Practitioner in Children's care, Learning and Development at Aspiration Training Ltd.

Sept 2005 – Jul. 2010: Secondary School Education at Ysgol Gyfun Llanhari

GCSEs: Children's Development (A), ICT (A), Religious Studies (B), Catering (B), Geography (B), Science (B), Mathematics (C), English Language (C) Welsh Language (C), Welsh Literature (C), English Literature (D)

Work Experience

2019 – Present: Learning Support Officer (Coety Primary School)

- Assist with lesson plans following the National Curriculum
- Maintain daily records, tracking students' progress
- Carry out interventions to help students as necessary
- Arrange educational activities
- Supervise the students during breaks and mealtimes
- Communicate with family members, staff and outside agencies in order to meet each child's individual needs
- Ensure the classroom environment meets the educational needs and safety standards
- Communicate and work closely with children during classroom activities
- Build strong relationships

Commented [MS1]: To achieve productivity and to maintain strong working relationships communication is key. Ensuring there are clear lines of communication between employees will help increase the level of trust among co-workers which can lead to increased productivity. In order to build an effective team all team members need to collaborate effectively with one another. Communication within a team allows each individual to have a voice and be listened to and by allowing all individuals to freely communicate it allows for satisfaction and increased motivation. Page (no date)

Commented [MS2]: It is fundamental to children's development that they are able to understand and be understood. Communication is the base of all relationships and key for learning, play and social interaction. As a teacher it is vital that you are confident in supporting children's speech, language and communication skills and are able to identify children who may be struggling to develop in these areas. The Communication Trust (no date)

Commented [MS3]: Teaching is all about connecting with students and engaging them with their education. Teachers need to know how to enthuse and connect with their students regardless of their own levels of education. Teachers that can engage and inspire children will be the best teachers and this is process comes down to the relationship built between teacher and pupil. Children will work harder for someone that they respect, furthermore building a strong relationship will build a respectful relationship between teacher and student. Tait (2016)

June 2018 – July 2019: *Deputy Play Leader* (Flying Start)

- Carry out daily and monthly planning of activities
- Setting up of equipment, carrying out health and safety checks and risk assessments
- Track children's progress through observation and assessments
- Liaise with outside agencies to meet individual needs – health visitors, speech and language therapists, CIW and Mudiad Meithrin
- Meet with parents to discuss children's development

February 2014 – June 2018: *Nursery Group Leader* (Fun Foundations Day Nursery)

- Work as part of team and guiding colleagues
- Complete assessments for children's development
- Plan and prepare activities in accordance with the Foundation Phase Framework
- Conduct daily, weekly and monthly meetings communicating and listening to staff to discuss targets, upcoming events, important information and any questions they would like to raise

November 2011 – February 2014: *Play Assistant* (Simply Out of School)

- Arranged and delivered play activities
- Maintained accurate records on all aspects including health & safety
- Communicated with families
- Assisted with cleaning

Skills & other information

- Full clean driving licence
- Fluent Welsh speaker: first language
- IT skills
- First aid, health & safety, safeguarding and food hygiene trained

Interests

Socialising with friends, travelling and visiting new destinations, shopping and eating

References

Available on request

Commented [MS4]: A teacher's ability to communicate effectively with students, parents and colleagues is fundamental to a teacher and student's success. Teachers must possess good communication skills in order to deliver guidance and feedback for students. If a teacher is unable to communicate effectively with student's comprehension levels will drop and students will lose interest in the subject being taught and this can have an impact on development as students are not receiving the support needed. When interacting with parents the ability to communicate well is extremely important. Often it is required for teachers to discuss development, needs and issues with parents and if a teacher is unable to do this well it may leave parents questioning if that teacher is competent of leading a class. Ministry of Education, Guyana (2017)

Commented [MS5]:

Commented [MS6]: As a teacher you must be able to communicate effectively and to listen and consider what others have to say. All children have rights under the United Nations Convention on the Rights of the Child and within Article 12 it states that all children have the right to express their views, feelings and wishes and that these views need to be considered and taken seriously. UNICEF (2010) Following these rights it is essential that teachers communicate and listen to the children in their care to meet everyone's needs, build strong relationships and allow for each individual to get the best outcome from their education.

Commented [MS7]: Communicating with others and developing good communication skills develops high levels of confidence which leads to better performance. Wisestep (2016)

Personal Statement

I am applying for a position on the Primary PGCE Pathway at University of Wales Trinity St David because I believe that my experience and passion for supporting children's learning would be highly valued by the children and staff.

I am currently completing my BA Honours degree in Early years, Education and Care and due to graduate in July 2020. I have completed a variety of modules that will assist my development during my teacher training. modules I have completed include children's well-being, additional learning needs and supporting children's learning and development throughout the Foundation Phase. Accordingly, this has developed my knowledge of the New Curriculum in Wales which has made me aware of the changes happening in education. Having worked whilst studying I have been able to put my knowledge and skills into practice which I feel has benefited the children which I work with.

I have over six years of experience working within the childcare sector. My passion for caring and educating children began when I started my career within a day nursery. Since this I have continued to develop myself and I currently have a position of a Learning Support Assistant within primary education.

Throughout my experience I have had the responsibility of planning a variety of engaging activities for a range of ages and abilities, listening to children's voice and working with the children in order to plan effectively. Through observation and assessment, I have been able to track learning and development to identify next steps for learning. I also feel that it is essential to build positive relationships with children to ensure they feel valued and able to develop into confident and independent learners. A way in which I develop positive relationships is through recognising children's achievements and providing praise and encouragement.

Getting to know children individually I feel is essential particularly when working with children with additional learning needs. In my current role I am SENCO which has provided me with a range of experience when meeting the diverse needs of children. I am committed to providing the best support which has encouraged me to develop my own professional practice by attending training and researching strategies to use to support children with speech, language and communication needs. As part of my role I have been required to work closely with parents, children's health visitors and the inclusion team.

As part of my career I have also worked closely with parents, carers, other staff and professional agencies. Whilst working within the nursery I was promoted to group leader which developed my skills and abilities to work within a team and to work closely with the nursery manager to oversee the running of the setting. I recognise the benefits of working collaboratively in order to provide the best care and education for children. I also feel that my positive, can do attitude helps boost team moral and I am always willing to work as part of a team.

Commented [MS8]: Professional development is important as it ensures you are continuing to develop and use skills that may fade due to underuse. Having commitment to continuing professional development allows you to continue to develop your skills and keep knowledge up to date which makes your skills more valuable. ILSPA (2018)

Commented [MS10]: Planning will help teachers stay organised and is an important part of education and behaviour management. To develop an effective lesson plan, it is important to plan the objective of the lesson, steps to reach the objective and outcomes. Ministry of Education, Guyana (2019)

Commented [MS9]: By planning with the children in your care the learning provided to the children becomes more relevant and provides children with the motivation to learn as they have contributed their own ideas. Engaging children within planning also allows for increased confidence and contributions of quieter members of the class. National Teacher Research Panel (2008)

Commented [MS11]: Planning is important to daily effectiveness, by planning staff allocate time for important daily tasks which minimizes the amount of time spent switching from one task to another without much thought. Parke (2018)

My passion and my enthusiastic personality I feel will be beneficial to this role. I also have a calm, caring and positive attitude which I believe is essential when working with children. This position would give me the opportunity use my knowledge, skills and experience to benefit children's learning in a positive way and make a difference within my local community.

Area for further development (provide further details)	Why?	How?	Who/Where?	When?
Knowledge PGCE Primary with QTS	I have always had a passion for caring for children and it has been my goal to become a primary school teacher. I have found the courage and determination to complete my Early Years Education and Care degree and I would like to then complete my primary education PGCE and QTS as I would love to use my knowledge and skills to help children learn and develop.	Before being able to apply for my PGCE I will need to complete my current degree BA Hons in Early Years Education and Care that I am completing with the University of Wales Trinity St David. I will need to work hard to pass my degree to be considered for my PGCE. As I currently hold a C grade in my mathematics, and English GCSE's I will also need to re sit these tests or complete an equivalency test in order to qualify to gain my PGCE qualification. I currently work in a childcare school setting. In order to gain more experience of working within a school environment and to increase my chances of getting accepted onto my PGCE I will volunteer in a local school one afternoon a week starting September 2019. I hope that this will help me gain more knowledge of a school environment and knowledge of how an early year's classroom is run. I will also need to apply to Student Finance Wales to fund my PGCE.	I will apply for my PGCE online with the University of Wales Trinity St David's through their UCAS website: www.digital.ucas.com/courses The course code for year 2020-2021 is: Primary (PGCE): 3CPM and it is a full-time course for 1 year at the SA1 Waterfront Campus-T. The course requires 12 weeks university-based work and 24 weeks of placements within a primary school setting so I will complete the majority of the degree within school placements set by the university. The tuition fees for the course is £9000. I will apply for student finance through the Student Finance Wales (2019) website.	Information on the University of Wales Trinity St David's website: www.uwtsd.ac.uk/teachereducation/pgce-applicationadvice/ advises applicants to apply the Christmas before the September start date due to the course being very popular. Following this information, I will apply in October 2019 once I've started my second year of my current degree which will give me enough time before the start date of the PGCE which is 7th September 2020 and will last 1 year.

Commented [MS12]: Having commitment and determination is a vital element to successful teaching. As a teacher you have a great quantity of responsibility for their student's success and showing commitment is paramount as a teacher and one must have a degree of loyalty and passion towards their role. Mart (2013)

Knowledge Mathematics and English GCSE's grade B or GCSE equivalent test	I need to gain a B grade in my mathematics and English GCSE's or equivalent in order to qualify to complete my Primary PGCE with QTS	I will register my details via email to P_PGCE@uwtsd.ac.uk and if I am successful within the other aspects of my PGCE application I will be given the opportunity to sit an equivalency test through the University of Wales Trinity St David. In order to sit this test I will need to attend a workshop that will help me prepare for the test.	I will register my details and email them to P_PGCE@uwtsd.ac.uk	Once I have applied for my PGCE and registered my details the test will be arranged in due course by the University of Wales Trinity St David.
Skills Develop my reading skills and gain confidence in reading	I have always struggled with my reading and I feel this can impact on my learning. I would like to develop my reading skills and have the confidence to read competently in front of an audience. I feel this is an essential skill for me to learn as it will be one of the main requirements for me when I complete my PGCE.	I will develop my reading skills by doing much research into my PGCE requirements, modules and assessment criteria. I will also develop by practicing reading in front of friends and family and eventually in front of colleagues to help gain my confidence of reading in front of an audience. Completing my degree will help build my confidence as there are a range of assessment methods used that contain presentations and discussions. I will research into any online/evening courses that I can complete that may help with my reading skills. Completing equivalent GCSE tests.	I will develop my reading skills firstly by looking online for any up skill online courses that may be suitable for my learning. I will also develop my skills and gain confidence through completing my current university degree. Completing my English GCSE equivalent course also.	I will continue to develop these skills throughout my degree which I will have completed on the 31st July 2020 and carry on developing and gaining confidence throughout my PGCE course that will run from 2020-2021. I will also complete online courses as and when required and continue to read extensively throughout my degree to enhance my skills. Completing my English GCSE equivalent test should also develop my skills and confidence.
Skills Gaining experience within a foundation phase school classroom	I currently work within a childcare setting and to become an excellent teacher and gain	Starting February 2020, I will volunteer at least one afternoon a week in a local school. Within the next two weeks I will start looking for a school near	I will complete research myself into the local schools in my area. Contact the local council and ask if there are any schools in need of volunteers and choose a school that's suited to	the academic year 2019-2020 until my degree is completed in time to start my PGCE.

	essential experience needed before commencing my PGCE I understand it would be advantageous to volunteer when possible within school as it will help build my knowledge of how a school classroom is run, activities and it will allow me to observe the teacher within the day to day running of a classroom. I feel this will benefit my knowledge and help within my application for my PGCE	my home which is willing to accept a volunteer starting in September. I will contact the school directly and explain my reasons why I would like to volunteer and will visit the chosen school before the end of the summer term to meet the staff and introduce myself before commencing my work experience in the new school year.	my situation and also based on their needs.	
Values Giving children a voice	I feel within a busy childcare environment it can be easy to get carried away within activity planning and this can lead to not giving enough time for the children to have a voice within activities. I	I will gain more knowledge on children's rights by reading up on the United Nations Convention on the Rights of the Child. UNICEF (2010). By updating my knowledge of these rights, I will have more of an understanding of what children's rights are and it will give me the skills I require to give children a true voice within the childcare environment. I will take time within session times to	I will do this myself within sessions in my setting.	Immediately.

	also feel that I can sometimes miss opportunities to listen to the children as they play and express their voices within their play as there is so much to do. I want to improve my listening skills within the setting when children are playing to gain a clearer picture of what activities the children enjoy and listen to their voices to see how I can enhance activities to benefit their learning and development based on what they like and dislike.	stop and listen to the children as they play.		
Values Respect	I believe in leading by example when working with children. If you treat children with respect, they will learn to respect you back. I	I will do this by treating everyone with respect.	I will do this independently within my childcare setting.	Immediately.

Commented [MS(13): A great deal of children's knowledge comes from the input of others. As a teacher it is essential that you lead by example as your actions have a direct impact on children's knowledge and how they will develop. Gelman (2009)

	feel this also works with parents and other staff so I would like to earn respect by showing respect to children, parents and the staff within my setting to help build a good rapport.			
--	--	--	--	--

Personal Reflection

Since commencing my BA Honours Degree in Early years, Education and Care I have gained extensive, essential knowledge, encountered challenges, developed new skills and grown as a childcare practitioner. The challenges I have encountered during my completion of modules throughout this degree have given me opportunities to conduct deep research into the field prepared me for further learning and development to aid my journey on becoming a primary education teacher.

When I began this degree in April 2020, I was apprehensive and unsure of what I was about to face. As a late entry to the class I knew that my peers would have already formed relationships, completed modules and had time to settle into their new position of being a student. I lacked in confidence but from the first lecture I attended I was greeted with a warm welcome and made to feel at ease.

The first module I completed was a group assignment on research into risky play for children. In my opinion beginning my degree with a group assignment was helpful as I was given the opportunity to work with others who had already used the online systems, written assignments and were familiar with referencing styles. My peers were able to answer any questions I had, gave me guidance on how to layout assignments and helped raise my confidence in group discussions.

After completing my first assignment and gaining a promising mark I felt more at ease and gained a high level of motivation to begin my next module assignment and do well in my degree. The second module I completed focused on reflections and I feel that this was a key module that helped develop my knowledge on how to reflect on my own practice and use a variety of reflective modules in order to improve my development and skills to benefit my assignments and benefit the children in my care. The reflective module I found most useful and enjoyed learning about was Gibbs reflective cycle. Gibbs (1998)

Another module that I have completed that I also found interesting and challenged my knowledge and understanding was the module on learning environments. During this module I had to research different types of learning environments within education and how they impacted on children's learning. I was given the opportunity to explore a variety of different environments with the module lecturer who provided us with ideas for us to complete the assignment. As part of the assignment for this module I was able to use my creativity skills to create my own activity to complete with children. I was able to choose which type of environment my activity would take place, in which I chose a woodland area as my activity consisted of children exploring the outdoors, experimenting with different materials, using their sensory skills to look at their surroundings and finally create their own piece of work by using natural resources to create their own picture of the woodland. I enjoyed completing this assignment and furthermore found it particularly educational as we were also required to complete an environmental audit to ensure our activities were environmentally friendly. This is something I had never come across before and gave

me a new outlook on how the things people do everyday impact on the living and non-living environment around us. By gaining this knowledge I was able to imbed it into my everyday practice with the children in my care within the activities I create but also by educating the children on how to look after the environment in where they learn and grow.

I have met personal challenges which have tested my strength and abilities since the beginning of my degree, some more difficult than others. One of these challenges is referencing. Although I joined the university as a level five student I had never referenced in previous education. The students who began this degree at level four were given the opportunity to complete module and given lectures on how to reference from the very beginning and this was something they were able to build upon throughout their time. From my perspective I was at a loss when it came to reference as I wasn't given any lessons or time to understand how to reference before I had to complete my first assignment. However, my determination and motivation to do well and complete this degree allowed me to seek help from other students and conduct extensive research on how to reference well. As I have progressed through my degree my confidence in referencing has increased significantly and this has reflected in my marks. Each assignment I complete has had increased marks for my referencing skills and hasn't gone unnoticed by my lecturers which has given me a boost in self-esteem and offered a raise in my confidence to reference.

A visible change I have noticed about myself over the period since starting my degree is my confidence to communicate, discuss and debate with others. There have been several occasions where I have had to work alongside my peers in order to complete group assignments, one of these was the safeguarding module. The task for this module was to conduct a child protection meeting with a range of professionals and to make a formal decision on the need of a child protection plan. Everyone took on a role, I was the health visitor. My understanding of the roles of other professionals and the importance of safeguarding and multi-agency working from this module is now of high quality and my confidence to talk and discuss in a group with others has positively impacted my professional development. I have since joined and took lead of action groups within my workplace and I have developed the confidence to volunteer as part of the safeguarding team.

Reflecting on my educational journey there would be very few things that I would change. If I was given the opportunity to start from the beginning I would have been more open to speaking with my lecturers about my struggles with referencing as I feel this would have given me more confidence earlier on in my degree which may have had a impact of my module marks. I am happy with my current studies and feel I put dedication and passion into my learning and development to become the best version of myself.

Reference List

Gibbs, G. (1998) *Reviewing and improving your teaching*. Practice Guide, 7, H851.

Gleaman, A S. (2009) 'Learning from others: children's construction of concepts', *Annual review of psychology*, 60, pp.115-140.

Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2829654/#__ffn_sectitle

Accessed 25th January 2020

ILSPA (2018) 'Setting Continuing Professional Development Goals', *The Legal Secretary Journal*.

Available at: https://www.legalsecretaryjournal.com/setting_cpd_goals

Accessed 25th January 2020

Mart, Tugrul C. (2013) 'A passionate Teacher: Teacher Commitment and Dedication to Student Learning', *International Journal of Academic Research in Progressive Education and Development*, 2(1), pp. 437-442.

Available at: <http://hrmars.com/admin/pics/1658.pdf>

Accessed 25th January 2020

Ministry of Education, Guyana (2017) Why is it Important for Teachers to Have Good Communication Skills?

Available at: <https://www.education.gov.gy/web/index/php/teachers/tips-for-teaching/item/2722-why-is-it-important-for-teachers-to-have-good-communication-skills>

Accessed: 19th January 2020

Ministry of Education, Guyana (2019) The Importance of Planning for the Classroom.

Available at: <https://education.gov.gy/index.php/teachers/tips-for-teaching/item/1875-the-importance-of-planning-for-the-classroom>

Accessed: 24th January 2020

National Teacher Research Panel (2008) How does involving the children in classroom planning affect their learning?

Available at:

http://www.curee.co.uk/files/publication/1230895917/How_does_involving_the_children_in_classroom_planning_affect_their_learning.pdf

Accessed 24th January 2020

Page, M. (no date) The importance of good communication in the workplace.

Available at: <https://www.michaelpage.co.uk/advice/management-advice/development-and-retention/importance-good-communication-workplace>

Accessed: 15th January 2020

Parke, Michael R. (2018) 'When daily planning improves employee performance:

The importance of planning type, engagement, and interruptions', *Journal of Applied Psychology*, 103(3), pp.300-313.

Available at: <http://dx.doi.org/10.1037/ap10000278>

Accessed 23rd January 2020

Student Finance Wales. (2019) Application form.
Available at: www.studentfinancewales.co.uk
Accessed 21st January 2020

Tait, P. (2016) 'The importance of great teaching on children's success', The Telegraph, 22nd March.
Available at: <https://www.telegraph.co.uk/education/educationopinion/12201014/The-importance-of-great-teaching-on-childrens-success.html>
Accessed 25th January 2020

The Communication Trust (no date) Importance of Communication.
Available at: <https://www.thecommunicationtrust.org.uk/about-the-trust/importance-of-communication/>
Accessed 25th January 2020

UNICEF (2010) The United Nations Convention on the Rights of the Child.
Available at: https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf?_ga=2.19390203.2134609512.1579950819-1409281071.1579950819
Accessed: 20th January 2020

University of Wales Trinity St David (no date) Courses.
Available at www.digital.ucas.com/courses
Accessed: 21st January 2020

University of Wales Trinity St David. (no date) PGCE Application advice.
Available at: www.uwtsd.ac.uk/teacher-education/pgce-application-advice/
Accessed 21st January 2020

Wisestep (2016) Communication Skills Importance for Teachers, Students & Employees.
Available at: <https://content.wisestep.com/category/inspiration/>
Accessed: 24th January 2020