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|  | **DAILY RECORD OF VISIT TO THE PLACEMENT**  **REFLECTIVE PLACEMENT LEARNING  JOURNAL TEMPLATE 2018/19** |

You will need to keep a regular, detailed record of your time on placement. This process is an important part of experiential learning and will also help with the assessment task. This template is designed to help you reflect on your experiences. Reflection should take place before, during and after your placement. It is also important to return to your reflections after a period of time.

You should decide with your University Placement Tutor (UPT) how you will record your reflections. One way you may wish to do this is by setting up an Edublog. The Marjon eLearning Team have produced comprehensive guidance on how to set up and determine who sees your Edublog accessible via: [http://sites.marjon.ac.uk/elearninghelp/category/help-for-staff/edublogs](http://sites.marjon.ac.uk/elearninghelp/category/help-for-staff/edublogs/)/.

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| Date: | **15th March 2019, 22nd march, 29th March and 5th April 2019** |
| Group or individual with whom I worked: | **Montpelier Primary School Year 2**  **After school Club – Montpelier Primary School U/11 Football.** |

**BEFORE my placement …**

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| What am I aiming to achieve from my placement today? What do I need to be mindful of? What issues/questions need to be addressed to ensure I achieve my aim? Do I need to be aware of particular theories, or have particular skills? Have I thought about all of the ‘what ifs’? |
| **Primary Stars- 0900 – 1515hrs**   * **Morning sessions continued with the Primary Stars Literacy Initiative. Throughout the class Literacy program I wanted to encourage the children to read and understand their books sufficiently enough to answer questions or tell another child the story they are reading. This will form part of the game Pass-and-talk.** * **The PE sessions will now be led by me and is a progressive game called ONE-TO-FIVE-SCORE.** * **I must be mindful of keeping the modified game simple because it is designed for early key stage 3 pupils.** * **Core values of Primary Stars is to be Ambitious, Inspiring, Connected and Fair.** * **My placement aims and objectives are to plan and organise physical activity sessions with larger groups of participants, will I be able to do this today moving forward, if so, is there a plan in the Primary Stars curriculum I can use and follow to facilitate the session? What are the Curriculum linked aims and objectives of linked to the Key Stage 1 and 2 children.**   **After School Club 15:30-16:30**   * **Linking awareness and communication** * **Spatial awareness,** * **receiving- body shape** See Session Plan * **Passing weight/angle** |

**DURING my placement …**

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| * What did I notice happening around me today? What was I thinking and feeling? How was I involved? Did I do anything to intervene and change the situation that I found myself in e.g. how I conveyed a point or whether I decided not to do something I had planned to do? Did my reflections at the time change the session I had planned or my actions? |
| * **the key stage 2 children all engaged with the Primary Stars Reading literacy initiative and I enjoyed reading with the year 2 students.** * **Although I initially felt apprehensive about delivering the literacy aspect of the initiative, I quickly settled into my role and enjoyed helping the children read, sound out difficult words and answer simple questions about the books and stories they read.** * **I fully engaged in the PE sessions and led the 3rd session after I had familiarised myself with the curriculum aims and objectives. I was even able to add a differentiation to the exercise that required more critical thinking to score a point. The children enjoyed my session.** * **These sessions are now planned and designed by me and since my first unsupervised session with a large group of children 3x classes of 26+. happy with my delivery of the rules of the game and the challenges I set were suitable for the age and ability of the group I was coaching.** |

**AFTER my placement … (based on the Gibbs (1988) Reflective Cycle)**

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| Describe the activities you undertook whilst on placement today. Set the context, what you did and what happened. |
| **Literacy with Key Stage 2 pupils. Encouraging children to read their assigned book, then asking them questions about the book, exploring the book’s story and any themes the children could relate for example, play, sharing, fun and adventure. The children enjoy their reading and thoroughly enjoy telling me what they are reading about. Next week I will be emphasising reading and understanding punctuation and expression.**  **In PE with Key stage 2 I created a game that required teams of 5 ONE-TO-FIVE)SCORE children to move a ball from one side of the indoor gym to another without dropping the ball or moving their feet when they had the ball in their hands. The emphasis was on team-work, some emphasis on strategy (when the game moved onto how quickly a team could complete the challenge) and communication. An-all-inclusive session that was full of fun because all the children engaged with he concept quickly and engaged with the challenge.**  **After school club I assisted the two ACT football coaches in the session and started to create a warm I would facilitate next week.** |
| Document how you felt through-out your placement today. Were you anxious, confident, pleased or disappointed? |
| **My initial nervousness was quickly replaced by enjoyment in my tasks because I could now link the theory to the practice. I quickly became confident enough to lead the last PE session and it was success.** |
| Evaluate today’s placement activity. What went well, what went badly, what would you have done differently? |
| **The Primary Stars curriculum linked literacy initiative was easy to engage with. I think I gave the children confidence to read and tell me the key themes about their books because I explained what I wanted from them and made sure they understood what they were doing.**  **The P.E sessions were fun to facilitate because the children are so enthusiastic. In the session I lead, the children quickly recognised the critical elements of the game so including a differentiation (I minimised the number of touches each child could have in the game) really tested the team-work ethos and there were some creative strategies used.** |
| Take a deeper, analytical and critical approach to today’s experiences. Can you make connections or apply academic theory or current policy to understand why today’s activities went well or went badly. |
| * **The children’s experience was a positive one and I believe that a positive experience in sport and physical activity serves as the hook and fosters the continued pursuit of more physical activity Lynn (2010).** * **Costley (2007) – Argues that the link between the theory (of coaching) and the delivery of my session goes beyond critical thinking and enabled me to transfer my skills as a participation coach Lyle and Cushion (2017) and Jones and Kingston (2013) for self-analysis of my own practice.** * **When I lead the last session on my own Schon (1987) states that I ‘tested’ my theory through practice and generated new personal knowledge.** * **I must also integrate goal setting into my session plans because goals drive the planned exercise forward and give the participants a progression and enhances personal achievement Lyle and Cushion (2017).** * **According to Clark et al (1994) an athlete centred approach uses sport as a medium that contributes to the participant’s overall performance and personal development.** |
| Draw conclusions. What have you learnt from today’s activities and your reflections? |
| **I am a confident participation coach because I enjoy delivering simple coaching sessions that include the whole class and ‘train’ the whole person. If I can continue coaching and leading in this fashion I will improve as a democratic coach and enhance my desire to coach as a humanist.** |
| Action plan. How will you apply what you have learnt from today’s activities to the rest of your placement and your future professional and personal development? Do you need to undertake further research or reading? Are there courses that you need to undertake to fill a skills gap? |
| **Next week I want to ask NG if I can lead all the PE sessions using a similar game that encourages the children to work as a team but there will be more emphasis on team communication and I will differentiate more.** |
| Have any questions arisen today that I need to discuss with my Placement Supervisor or University Placement Tutor (UPT)? |
| **Not at this time** |

**RETURNING to my reflections …**

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| It is often useful to return to your reflections after a period of time. Revisit the experiences you had; think about how you felt (positive and negative feelings) and re-evaluate your experiences. Do you feel differently about the experience now time has passed have your feelings changed in light of the experience or do you now view the experience in a different light?  Am I able to complete any actions in my Personal & Professional Development Plan? Are there any actions I need to add to my Personal & Professional Development Plan? |
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**SAKE - Skills, Attributes/Attitudes, Knowledge and Experience**

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| Want to secure a graduate level job when you finish your degree?  Employers agree that placements are a great way to develop the vital skills, attributes/attitudes, knowledge and experience (SAKE) they are seeking. As a result of your experience can you include any of the following on your CV, an application form or discuss at interview?   |  |  |  |  |  | | --- | --- | --- | --- | --- | | * Imagination/creativity | | | * Adaptability/flexibility | * Willingness to learn | | * Working autonomously | | | * Working in a team | * Planning/self-management | | * Working under pressure | | | * Oral/written communication | * Numeracy | | * Attention to detail | | | * Time management | * Coordination/organisation | | * Sector/business awareness | | | * Ethical/sustainable practice | * Problem solving/initiative | | * Self-awareness | | | * Technical ability | * Resilience | |  | Use the **STAR technique** to demonstrate your competencies on your CV, in a job application or at interview. | | | | | **S**ituation | | Describe the situation with which you were confronted, set the context. | | | | **T**ask/**T**arget | | Explain the task or target you were set (be concise!). | | | | **A**ction | | This is the most important part and demonstrates **your** competencies:   * Explain what **you** did, **your** role and what part **you** played; * Explain how and why **you** did what you did. | | | | **R**esult | | Explain what happened, the outcome. Ideally quantify the positive impact you made. You can also demonstrate your reflection skills by reviewing your decisions and making suggestions about how you would do an even better job in the future. | | | |

**Reference:**

Clark, H., Smith, D., and Thibault, G. (1994*). Athlete-centred sport: A discussion paper. Federal/provincial/territorial Sport Police Steering Committee*, Sport Canada, Ottawa, Canada.

Costley, C. (2007) ‘Work-based Learning; Assessment and evaluation in Higher Education’. Assessment and evaluation in Higher Education 32 (1): 1-9.

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