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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: | **26TH APRIL 2019** |
| Group or individual with whom I worked: | **Event management Marjon University – Primary Stars Multi Sport Event.** |

**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’? |
| * **I wanted to coach large groups of children in a range of sports disciplines and games.** * **I was mindful of school policies. These policies included Safeguarding, Health and Safety and games conducted by qualified coach practitioners.** * **Evaluate the games before the event starts. Verify with the event management team what the game they want me to conduct comprises of, what are the aims and objectives of the game, what are the goals (if any).** * **I think I thought of all the what -ifs. One principle concern with the Foxes-and-Rabbits game was coach contact with children (safe-guarding) when the rabbits tails needed to be put back in shorts. I overcame this by asking school responsible staff to do the this job.** |

**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? |
| * **I noticed enthusiastic excited children who wanted to take part in games that were new to them.** * **I was very nervous, but also prepared for this event. I had run 6 sessions in Montpelier school with large classes so I felt confident.** * **I ran the sessions. My instructions to assistants and staff was clear and unambiguous.** * **My instruction to the children was good and clearly understood. Reflecting back at the time I did introduce a progression/variation with some of the groups to challenge them.** |

**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. |
| **The rabbits are penned in a marked and designated area. The fox then chases the rabbits. The rabbit should run around and avoid their tails being captured by the fox. If the rabbits lose their tail they can get a replacement tail. The fox must try to capture as many rabbits tails as he/she can in 2 minutes. Children take it in turn to be a fox. The fox who captures the most tails is the ‘Fox Champion’.**  **Differentiation/progression – 2 foxes,**  **NB: Some children will try to keep running and not tag another rabbit. If this occurs, give the rabbits a time limit before they must run again. Another problem can occur when children only tag their friends. Encourage players to make sure that everyone has a turn.**  **Tic-Tac-To – working as a team use the bean bags to quickly make a line of noughts or crosses. Encourages team-work, analytic thinking is fun and engaging. Progression included a bean bag throwing race before completing the noughts and crosses game.** |
| Document how you felt through-out your placement today. Were you anxious, confident, pleased or disappointed? |
| **I thoroughly enjoyed the day. I became more confident with the games and game progressions.** |
| Evaluate today’s placement activity. What went well, what went badly, what would you have done differently? |
| * **I ran the sessions. My instructions to assistants and staff was clear and unambiguous.** * **My instruction to the children was good and clearly understood. Reflecting back at the time I did introduce a progression/variation with some of the groups to challenge them.** * **The children were fully engaged with both games throughout the day and enjoyment in the activities was my priority. (proof of this- even when children fell over there was no crying and the children quickly returned to the game.** |
| 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. |
| * **My of sports coaching behaviour is centred in the effective use of a humanist approach to coaching Lyle (2002). In support of my ideology is evidence that sport possesses the potential for individual empowerment and personal development Kidman (2002).** * **My coaching is fundamentally involved with the introduction into sport for young people.** * **An aspect of my participation coaching process is one in which I attempt to successfully teach the basic skills of a sports discipline to my participants. Lyle and Cushion (2017)** |
| Draw conclusions. What have you learnt from today’s activities and your reflections? |
| **I proved to myself that I have the energy, enthusiasm and coaching skills to confidently run a multi-sport discipline for young children that is engaging and inclusive**. |
| 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? |
| I must do more large group coaching. |
| Have any questions arisen today that I need to discuss with my Placement Supervisor or University Placement Tutor (UPT)? |
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**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:**

Lyle, J. (2002*) Sports coaching concepts: A framework for coaches’ behaviour, London: Routledge*

Kidman, L (2002). *Developing decision makers: An empowerment approach to coaching.* Christchurch, NZ: Innovative Print Communications.

Lyle, J. Cushion, C. (2017). *Sports coaching concepts: A framework for coaching practice*. Abingdon: Routledge.