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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: | **04/03/2019** |
| Group or individual with whom I worked: | Children in the Preschool |

**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 am aiming to focus on helping my key children who struggle with speech to progress. EYFS framework. Development matters.** |

**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? |
| **Today was quite hectic. There was a lot of children in and it was raining so they couldn’t go outside. After lunch we decided try a little experiment, we put the boys in one room and the girls in the other. The boys had soft play equipment and the girls had puzzles and books. we found the boys were very rowdy, made a lot of noise and had a lot of disagreements with each other whereas the girls were very clam and sat down looking at books and doing puzzles. We plan to swap the boys and girls around at some point and see whether it was the situation or the gender which caused the difference in behaviour as we have never split them up before and were surprised by how different the behaviour was.**  **In the afternoon I did some activities with child A trying to get him to say some words by pointing at things in a book, I also tried modelling some language when we played with the doll’s house but whatever I tried he didn’t seem to want to speak today. It wasn’t very successful, and he didn’t say any words for the whole of today.** |

**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. |
| 8:30 – 9:00 I made myself a coffee and chatted to other members of staff and the children that were in for breakfast club.  9:00 – 10:00 I supported the session and made some observations of children for their files. I took child B to the potty.  10:00 – 12:00 I supported the morning session and did some activities with child A.  12:00 – 12:15 I had my lunch.  12:30 – 2:00 I supported the afternoon activities  2:00 - 2:45 The children went outside to play with bikes and the slides.  2:45 – 3:00 The children sang songs until they went home. |
| Document how you felt through-out your placement today. Were you anxious, confident, pleased or disappointed? |
| I was calm and confident throughout the day today. I was disappointed that despite my best efforts, child A didn’t wasn’t to speak today and has used no language throughout the day. |
| Evaluate today’s placement activity. What went well, what went badly, what would you have done differently? |
| I don’t think todays placement activity went very well and perhaps I need to try different strategies. I have discussed this with other members of staff to see if they have any ideas. However, child A seemed tired today and I think this might have contributed to his lack of speech. |
| 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. |
| I followed the guidelines I was given by professionals to try and facilitate speech and it was unsuccessful. |
| Draw conclusions. What have you learnt from today’s activities and your reflections? |
| I might try using different books. ones with tractors in them are usually more effective and I didn’t use any of these today. |
| 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 will try using tractor books. |
| 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? |
| **15/03/2019**  **Child A still doesn’t use speech to communicate unless prompted and then only single words. I will discuss this with his mother at the next parents evening. Child A has been assessed and we are waiting for more support to be put in place. For now we have been given strategies and I will continue to use those. I am quite nervous about the parents evening.**  **22/03/2019**  **Have discussed with mother, has been referred for further assessment.** |

**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:**

Gibbs, G. (1988) *Learning by doing. A guide to teaching and learning methods*. Oxford Brookes University: FEU.