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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: | **06/03/2019** |
| 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’? |
| **Today is my birthday. I sort of wish I wasn’t working today just because I would rather be going for a day out shopping somewhere with my mum or boyfriend who both had the day off. However, I am working today and so will have to get on with it. I am aiming to support the children’s learning but have not set any specific targets for today. I will obviously need to know the EYFS and development matters documents.**  |

**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 I was wearing a massive badge that my mum told me I had to wear. The children found this very interesting and were trying to read what it said. Another member of staff (a volunteer from college) turned 17 today and also had a birthday badge. One of my managers came in with balloons at put them up in every corner and sung happy birthday to us. During the first part of the day I worked with child A using the strategies to help him communicate. He responded well to this and said several words including ‘boy, girl, banana and look’ this was a big improvement from last time and considering I didn’t do anything differently was perhaps due to the mood he was in. in the afternoon, I generally supported the session and cut up fruit for the snack and did the dishes. After work when I was cleaning the room along with other members of staff I casually mentioned that I didn’t have any female key children and I would quite like to have a girl. In the past month two members of staff had left and the 10 key children this had left had been mainly taken on by the two managers. One of my managers noticed that one of the little girls she had only decided to take on yesterday was playing with her mum in the park next door so she said I could have her as a key child and we could go and tell her mum and I could introduce myself. I felt a little nervous about this as I had only seen her mum briefly when dropping off and picking up. Her mum was lovely and I introduced myself. When I got back I went through her folders and files to get an idea of where she was developmentally and her family background. However, I could only have a brief look because I had to go home to get ready to go out – it was my birthday after all.**  |

**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. |
| 8:00 – 9:00 set up for the day and made breakfast for the children at breakfast club. 9:00 – 11:00 supported the morning session 11:00 – 11:45 took the children outside to play11:45 – 12:00 tidied up and got the children ready for lunch12:00 – 12:30 lunch 12:30- 1:00 supported the afternoon activity1:00 – 1:15 prepared the snack, cut up fruit, made drinks.1:15 – 3:00 supported the outside activities.  |
| Document how you felt through-out your placement today. Were you anxious, confident, pleased or disappointed? |
| I felt calm until I had to speak to the parent who I hadn’t spoken to before and then I felt nervous until we started talking.  |
| Evaluate today’s placement activity. What went well, what went badly, what would you have done differently?  |
| The language activity I tried today worked well.  |
| 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 used one of the activities supplied. It went better than the last one, I think this might be because child A has very little interest in books and I tried to use books last time.  |
| Draw conclusions. What have you learnt from today’s activities and your reflections? |
| Concrete objects may be a better way of working with child A than books.  |
| 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? |
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| 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****In hindsight I think I was quite distracted by my birthday and didn’t get as much done as I should have.**  |

**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?

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| * Imagination/creativity
 | * Adaptability/flexibility
 | * Willingness to learn
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| * Working autonomously
 | * Working in a team
 | * Planning/self-management
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| * Working under pressure
 | * Oral/written communication
 | * Numeracy
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| * Attention to detail
 | * Time management
 | * Coordination/organisation
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| * Sector/business awareness
 | * Ethical/sustainable practice
 | * Problem solving/initiative
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| * Self-awareness
 | * Technical ability
 | * Resilience
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|  | 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.
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| **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. |

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**Reference:**

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