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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: | **11/03/2019** |
| 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 work with one of my key children on PSED (personal social emotional development) and work particularly on understanding when he has hurt or upset another child. I plan to use emotion stones (a resource of stones with faces on) to do this.** |

**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? |
| **My emotion stones activity went quite well. My key child was able to mirror the faces on the stones and pick out when I asked him how he would feel if somebody hurt him, smiled at him gave him some chocolate ect. I also asked him how he thought other people would feel if he hit them with a hammer (something he does quite often) and he picked up a neutral stone and then a sad stone. I think he is beginning to understand that actions can upset other people and I noticed once we were back in the room he was being a little bit more careful with his hammer and was not deliberately trying to hit people with it. This meant he could keep his hammer for most of the afternoon when it is often taken away. After the children had gone I spoke with my placement supervisor and other manager about my upcoming parents evenings. I do not like parents evenings and find them quite stressful. Also there was a particular child which other members of staff and I have some concerns about and I told them that I wasn’t sure how to go about that sort of conversation. My Placement supervisor said that she would do that parents evening with me and start that conversation so that I would know the procedure. We had also put down that my main weakness was talking to parents on the formative assessment and so this will give me the opportunity to improve and write about the training I have received in the summative assessment.** |

**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 and other members of staff a coffee.  9:00 – 10:00 I supported the morning activities.  10:00- 10:15 I cut up fruit and organised my snack group.  10:15 – 12:00 I took the children outside to play.  12:00 – 12:30 I had lunch.  12:30 – 1:00 I took my key child into the den to do emotion stones activity.  1:00 – 2:00 I did some speech activities with my other key child.  2:00 – 3:00 I supported the outside afternoon activities. |
| Document how you felt through-out your placement today. Were you anxious, confident, pleased or disappointed? |
| I felt calm. I felt a bit panicked about the parents evening with the child we are concerned about but after my placement supervisor spoke with me I felt better. |
| Evaluate today’s placement activity. What went well, what went badly, what would you have done differently? |
| I think todays emotion stones activity went 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. |
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| Draw conclusions. What have you learnt from today’s activities and your reflections? |
| From the conversation we had after I learned that I need to become more confident in speaking to parents. I find it easy when it is positive things but much harder when it is sensitive subjects such as behavioural concerns. |
| 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 listen carefully to what my placement supervisor says during the parents evening so I know how to word those sort of conversations in the future. |
| 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:**

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