**Primary Education 1**

Throughout school, teachers have always been an inspiration to me. Having an understanding drama teacher, who took the time to help me develop strategies to cope with my workload when I was struggling due to commitments beyond my control outside lessons, made me realise how little actions can make a huge impact on an individual whilst maintaining high expectations. Spending time to get a good understanding of all students in the classroom and adapting teaching strategies when required to suit each student's need is critical in teaching.

Studying sociology has increased my awareness of the way different societies work as well as helped me gain an understanding of why some students may be discriminated against for a range of reasons. Learning this has made me aware of the different ways I can prevent a child feeling alienated in the classroom and has made me determined to ensure each child I teach has an equal opportunity. Applied science has developed my practical and analytical skills, which will be important in teaching it as a core subject.

I love getting to know children's different personalities and sense of humour. For the past
five years, as a Girlguiding Rainbows leader, I have developed a range of ways to motivate and engage the girls in my pack. Coming up with new ways for the girls to develop their own skills as well as developing mine is something I enjoy. Being a teacher can be time consuming and I am aware that I will spend a lot of time planning lessons. I am currently completing my leadership qualification, which includes thinking of new ideas for activities and contributing to regular strategy meetings to coordinate the delivery across the district; this has given me an idea of the time I need to commit to being a teacher.

Another important aspect in my life is drama. This has broadened my creativity and has allowed my confidence to develop. Running a Y7 drama club allowed me to teach new skills and develop their confidence. It also gave me insight to the pressures of teaching, as I had to dedicate a lot of free time into rehearsals and re-writing the script half a dozen times to make the parts accessible to each individual. It also developed my problem solving skills as, on the day of their performance of 'Peter Pan', two of the cast members did not turn up. This meant I had to re-write an iconic scene at the last minute and stay calm in a difficult situation.

Music has always been a passion and I have been a member of Tewkesbury Brass Band for the past ten years, achieving the Young Player of the Year Award, voted for by my peers. Multitasking is a key component to being in a brass band as you have to follow the conductor, read the music, listen to others, as well as actually playing the instrument. I feel that teachers need to be good at multitasking, as they need to keep the children focused as well as teaching the curriculum. Primary teachers will also need good communication skills as they are talking to young children whose language has not yet developed fully and adults, often from external agencies, in a professional capacity.

Work experience with Reception to Y6 gave me the opportunity to discover the range of
strategies used to develop independence over a short time in children's lives. The progress in seven years was fascinating to see. I also came to understand how the way you act, feel and sound when you talk can influence children negatively or positively, giving me the motivation to ensure I have a positive and encouraging attitude when working with young minds.

My experience working with children in Rainbows, running a drama club, playing music and work experience has increased my awareness of the demands of primary teaching; I feel it is worth it when you get to make such a huge impression on children's lives for the better. I would personally like to ensure as many children as possible have an equal chance at a good start in life.

**Primary Education 2**

My desire to become a primary teacher has only been reinforced by my work experience. I want to have an impact on young children, as I know how important the early years of a child’s life are to their overall success.

Studying Psychology, I have learnt about the emotional and mental development of children which will help me in teaching. I was fascinated by the topic on attachment types and how it impacts behaviour. As a result, I have gained a better understanding of some of the reasons children behave the way they do and how each individual is different. English has helped me develop my vocabulary and exploring writing has allowed me to become more creative with my use of language. Biology involves the use of a range of skills from analysis of data to essay writing which develop the key curriculum skills in Maths and English. Both Psychology and Biology require wider research around topics and critical analysis to develop my knowledge. This shows I will have a wide range of skills in Science, Maths and English that I want to one day pass on to the children that I teach.

For over a year, I have volunteered as a leader at a local club for children aged 7-10. After school every week, I teach stories and memory verses from the Bible, basic cooking skills and organise games to play. It has strengthened my leadership and communication skills. I find it rewarding when the children can recall the memory verses I teach them as there is a sense of achievement as they’ve understood and remembered it. I always take note on the feedback I get from the other leaders so I can improve and make learning more exciting for the children; one week I wrote the verse on balloons which they were allowed to pop if they got it right. Additionally, I teach them songs and make up actions to go with it to ensure they are engaged. I help to organise the nativity they perform to parents, giving them confidence when they feel nervous to deliver their lines and reassuring them with questions they have.

During my work experience at two different schools, I’ve worked with children from Reception to Y6 with a range of abilities. I gained insight into making numeracy and literacy more accessible to Y2 children by the teacher linking it to the topic for the term of castles; they were so involved and proud of what they could achieve without realising they had been doing some quite difficult maths on ratios. It involved a lot of preparation for the teacher to resource it properly but the progress the children made meant it was worth it. It also gave me an appreciation of the organisation and clear instructions needed to ensure a smooth transition to break. I also gained experience considering physical accessibility to tasks when working with a 7-year-old girl who had dwarfism. I had to plan activities in advance to make sure she felt included as part of the group without her feeling she was being treated any differently in all the activities we did such as group reading, painting and PE. I worked closely with the teachers gaining a lot form observing their different, but equally effective, styles of teaching.

I have achieved a lot during my time at school such as, being a part of the school council, becoming a Prefect and Senior Prefect. I have mentored a younger student struggling at school, so we had 1:1 sessions to improve her understanding of the subjects. My biggest achievement is being part of the House Team. My teachers chose me for this role as it requires someone with good leadership and responsibility which I have demonstrated through events such as Sports Day and House Music where I had to work with my team to organise and lead the different year groups. I presented the House Music Highlights Concert for my house team to the audience, demonstrating my confidence and communication skills.

I am looking forward to starting the next steps to become a primary teacher and supporting the next generation to have the confidence to follow their dreams.

**Primary Education 3**

My love and passion for helping people learn and develop, and desire to work with children is why I want to apply for primary education. This has been reinforced by three week’s work experience in a primary school, working with a variety of age groups in both primary and junior settings. It was fascinating to observe the enthusiasm of the teacher; the changes in tone of the teacher’s voice made all activities seem exciting and a challenge to students. In particular, what could have been a straightforward lesson writing a letter was brought alive by putting the students in an exciting situation where they had to use all their senses and develop their vocabulary before starting the task. Two days supporting a Y1 student with Down’s syndrome was a fulfilling experience. I had to find different ways to keep him focused whilst developing key skills, without isolating him from his peers. The feeling of pleasure when he got to grips with telling the time was something that stood out for me. The rest of my time involved working with groups of children assisting with task completion, creating an enjoyable environment and motivating them to want to learn. All these experiences have allowed me to understand more about the role of a teacher and what it requires, the time and input involved and responsibility and duty of care to each pupil. I thoroughly enjoyed my time especially the connections and bonds made with the students and teachers I worked with.

My A-levels support and develop skills needed for university. Within sociology I enjoyed the education topic, learning about why and which children underachieve. I have also developed skills in critically evaluating evidence to come to conclusions which will help with assignments. In PE my knowledge of fitness and healthy lifestyles will be extremely beneficial as obesity and sedentary lifestyles are on the increase. I can use my enthusiasm for sport to encourage the students to participate safely at their own level of expertise. Biology is a core subject and I will be able to use my investigation techniques and confidence in using equipment to help students develop their natural inquisitiveness for science.

One of my proudest achievements was gaining the position of Head Girl in Year 11. The application process was challenging as it involved, completion of an application form, campaigning to staff, 1:1 interview with the Head finishing with a presentation in front of the whole school. My confidence increased considerably as a result. Moving school after GCSEs was a big change for me but I’ve coped well and even surprised myself obtaining House Captain in Year 13.

Away from my studies, my commitment to dance has led to great successes representing my country and winning two world titles. I have used my skills and ability to run several dance clubs for students in the younger years, helping them build their confidence with dancing, learn new skills and to enjoy themselves. Recently, I successfully choreographed our House Music production. Feedback in the newsletter stated ‘Carne house was the most innovative we’ve seen for several years; the bar was raised once again in the quality of Sixth Form choreography’. External to school, I help mentor students on a weekly basis. This role involves, creating choreography for children and to help them be mentally prepared for upcoming competitions. I also have a love of sport and play netball in the Gloucestershire adult league and represent my school, captaining them over the years. In addition to my regular sport commitments I also volunteer at a local care home where I visit the elderly, spending time talking to them. I find great pleasure in putting a smile of their faces, most notably, it’s the company that they benefit from the most.

Overall, I believe I have the skills to be successful at university and the enthusiasm and resilience to be a successful primary teacher an eventually a head teacher.

**Primary Education 4**

My passion for music started at six whilst listening to ‘Ora’ by Ludivico Einaudi. Although a grade 5 piece, I was inspired and spent all my spare time at the piano in primary school, becoming proficient. The piece is now so much part of my life that I use it to relax on a regular basis. I would love to use my musical ability as a way of incorporating music into teaching and inspiring children to have a passion to learn something new and challenging. University will help me to understand the process of learning better and develop skills that can be used in the classroom.

Health and Social Care furthered my passion for early years and primary education, through learning about childhood development and theories behind intellectual and socioemotional development in infancy, such as Piaget’s Theory of Cognitive Development. I am particularly interested in how socioemotional factors can affect the learning and development of infants, and how educators have such a key role in supporting this development and learning. Studying with Open Learn has deepened my understanding of how children develop intellectually, with an online course introducing child psychology. The course underpinned theories about how creativity plays a huge role in children’s learning.

Recently, I decided to play piano for my own enjoyment rather than for working towards exams and I started teaching it to an 8 year old. This has been an amazing opportunity and has been both challenging and rewarding as I help guide my pupil in her musical learning. It has made me realise how important it is to take an individualised approach to teaching. Ensuring teaching and support offered is tailored towards the way young people work best will allow them the opportunity to reach their full potential, academically and personally.

Spending a week with a reception class, working alongside a team of teachers and teaching assistants to plan and lead lessons furthered my aspiration of becoming a teacher. My ‘focus group’ was 4 infants, supporting their literacy and English skills through a guided reading task. One of the girls was struggling much more than the others, and showed a lack of interest. Over the week, I managed to encourage her to try and read more, maybe finding books that interested her more, or were more suited to her current capabilities. By the end of the week, the girl was much more interested and willing to get involved with the group. This ‘success’ encouraged me that I am able to support children’s learning, and made me want to look further into how children develop their literacy skills from a young age.

As a Young Leader with Girlguiding UK I have undertaken safeguarding training as well as planning and leading activities for girls aged 7-10, supporting them as they learn and socialise. Working alongside a team has allowed me to further my own learning and understanding of childhood development, as well as reinforcing how important it is to create a safe space for young people.

Since Y10, I have been involved with the school technical crew, working alongside students in the lighting, sound, and backstage departments to help performances run smoothly. Being based in different areas, communication is key to ensuring that we are all aware of what needs to happen and when. More recently, I have challenged myself to learn more about theatre production, and have taught myself how to use the lighting desk, as well as how to effectively stage manage a show. This personal learning was tested in our recent junior production of ‘Peter Pan’, where I had the role ‘Head of Tech’.

I am incredibly excited to be applying for courses in education and eager to continue my learning in a critical way, gaining more knowledge and furthering my understanding of education, and the role of educators. As the first person in my family to apply to university, having the opportunity to study education at a higher level and broaden my understanding of the subject would be a dream come true.

**Primary Education 5**

Even from a very young age at school I have always been drawn like a magnet to the younger children playing in the school playground. I found their imaginations intriguing as I listened to them playing, which often made me smile!

 After completing my first school work placement at my local playgroup, it instantly ignited a stronger passion to pursue a career working with early years children. Each child fascinated and captivated my attention as they each possessed a unique personality and ability to learn and interact with each other and their peers. It gave me great satisfaction to be involved with their development and achievements by playing and reading with them each day. My next work placement was within a primary school working with Reception children for six weeks. This experience was equally rewarding as I was given the opportunity to create and perform an activity on my own with six children. As it was Christmas I chose a practical activity of creating and decorating Christmas cards for their families. The aim of my activity was to allow the children to be creative by encouraging each child to use their own initiative building their confidence and self-esteem. To encourage them to understand the importance of turn-taking and sharing equipment to develop their social skills. I also incorporated improving their intellectual skills by helping them to write their names correctly on their cards and improve their fine motor skills by gripping a pencil and assisting them to draw around their hand on to the card. I thoroughly enjoyed interacting with each child and felt proud of myself as the feedback from the teacher observing me was excellent reconfirming my flare for working with early years children.

I have successfully achieved 8 GCSE’s at school which has provided me with a solid foundation of creative and academic skills including, written and verbal skills, anatomy and physiology and the ability to be computer literate. These qualifications enabled me to naturally progress into sixth form to study A Levels in Health and Social Care, Information Communications Technology and Media Studies to further extend my knowledge and skills. I particularly enjoy Health and Social Care as the course work enables me to further explore communication in care settings, human development and mental health which are all essential elements in my chosen career. I also have Grade C at AS Level in Food and Nutrition which complements my understanding of the importance of a healthy diet to help with growth and development within the early years stages and beyond.

Academically I am conscientious and disciplined with producing high quality detailed assignments with researched evidence to support my written work. Practically I perceive myself as flexible and adaptable and have the ability to work positively within a team or individually. As an individual, I am a perfectionist and I am organised, assertive and able to accept criticism and view it as room for improvement.

I view myself as a willing and contributing person in school. I am proud and honoured to have been involved in numerous school plays; House Music and promoting my school during open evenings by showing parents and students round. In my own time I also attend a church youth club and act as a mentor for the younger members who give me great satisfaction as they become confident and assertive. Finally, I do voluntary work at my local nursery during the school holidays which provides me with hands on experience of caring for babies as well as early years and regularly do voluntary baby-sitting for my neighbour.

Currently I am applying for part time jobs for when I am not in school. I feel this will equip me with an element of financial independence essential for budgeting and prioritising my money, a valid attribute to living away from home! A job will also contribute to me perfecting my communication skills, social skills and acknowledgement of my obligation towards my employer to be reliable, punctual and adaptable to change. I am determined to succeed at my goal and relish the opportunity to challenge and stretch myself to achieve my vocation.