

I wish to study Primary Education because I want to further understand the development of a child's mind and to fully comprehend how and why we learn in different ways. I am also aware that for many children school is a place where they can go to feel safe and express their individuality. After witnessing what can happen if a child doesn't feel protected I understand the importance of safeguarding in schools. I started to want to become a primary school teacher after I completed my Leadership Qualification for Brownies. One of the phases within the qualification required me to help a new Brownie to understand the Brownie Guide Promise. To do this I split 'the promise' by line, then I asked them what they understood about each line, if they couldn't answer, their Buddy helped them. This meant I was able to see what the buddy still understood about the promise. I have run this activity a number of times, the most challenging time of which was completing it with a Brownie that has SEND; due to her needs I had to adjust the activity to use more appropriate resources. I enjoyed fulfilling this part of the qualification because it allowed me to work directly with the girls and was able to witness them enjoying learning; it was satisfying to know that I was inspiring them to expand their knowledge.

Studying Drama has increased my confidence when talking in front of groups of people, it has improved my ability to improvise which is useful in a classroom when there are varying factors. Additionally, analysing scripts has improved my ability to be able to read for meaning and understand the connotations behind words, which is a skill I have developed in Media Studies through exploring how ideologies are constructed in different media texts. In Media, I particularly enjoyed learning about Gerbner's theory of cultivation which explores how audiences are susceptible to messages constructed by and in the media which have become normalised by society. I am intrigued by how certain actions are considered socially acceptable whilst others are considered wrong. Learning about Joseph Fletcher's situation-ethics taught me that there are no universal moral rules or rights: each case is unique and deserves a unique solution. These issues have allowed me to see how important SMSC is in a child's development of morals and conscience. As a volunteer of the 'Literacy Leaders' initiative I was able to work with students to improve their reading and writing skills in small groups. During this programme I was faced the constant challenge of getting students to stay on task and focus on something they particularly struggle with. To help me I looked into Neil Fleming's VARK model. Once I had identified which of my group were visual, auditory, reading/writing, or kinaesthetic learners I was able to differentiate the activities to their individual learning styles and needs, thus engaging them and allowing them to progress more rapidly.

Additionally, as a drama Prefect I ran weekly drama sessions with students based on planning meeting that I had had with the drama teacher to discuss the students' goals and learning objectives and how we would fulfil them. We used Vygotsky's Constructivism as a guide plan our sessions; this process allowed me to create a challenging and creative programme whilst still fulfilling the graduated learning objectives. I believe that the experiences I have collectively gained will help me to pursue a primary education course at university. It is my view that 'education is the passport to the future, for tomorrow belongs to those who prepare for it today' and thus I hope to play a role in the next generation's learning and education.

