

COLAISTE NÁISIÚNTA EALAÍNE IS DEARTHÁ
NATIONAL COLLEGE OF ART AND DESIGN
A Recognised College of University College Dublin
SCHOOL OF EDUCATION 2024-25



National College of Art and Design
A Recognised College of University College Dublin

Evaluation of 4th Year School Placement :BA (JH) Education and Design or Fine Art

STUDENT: Sophie Morgan

SCHOOL: Loreto Secondary School Balbriggan

PRINCIPAL: Anne Marie MacDonagh

ART TEACHER/S: Aisling Lennon, Luke Kilgarriff, Shauna Bailey, Aine Houston

CLASS TIMES/GROUP: *Loreto Balbriggan has a 2 week school timetable*

Week A:

Tuesday - 9:10-10:10 4th Year TT (Single), 3:00-4:00 4th Year TT (Single)

Wednesday – 9:10-10:10 2nd Year (Single), 10:10-11:10 2nd Year (Single), 12:20-1:20 5th Year VS (Single)

Thursday - 11:20-12:20 2nd Year (Single), 2:00-3:00 1st Year (Single)

Friday - 9:10-10:10 2nd Year (Single), 10:10-11:10 1st Year (Single), 3:00-4:00 1st Year (Single)

Week B:

Tuesday - 9:10-10:10 4th Year TT (Single), 11:20-12:20 2nd Year (Single), 3:00-4:00 4th Year TT (Single)

Wednesday – 9:10-10:10 2nd Year (Single), 10:10-11:10 1st Year (Single)

Thursday - 10:10-11:10 5th Year VS (Single), 11:20-12:20 1st Year (Single), 12:20-1:20 2nd Year (Single)

Friday - 9:10-10:10 1st Year (Single), 10:10-11:10 1st Year (Single), 3:00-4:00 2nd Year (Single)

OVERALL EVALUATION OF 4Yr School Placement

Loreto Secondary School Balbriggan is a Catholic Voluntary Secondary School for girls with an enrolment of approximately 1,288 students for the 2024 year. The majority of students come from local primary schools such as St Molagass with the remainder travelling from areas such as Lusk, Naul and Donabate. The School has 40 classrooms including 3 Art rooms and 4 Labs.

My teaching practice has developed throughout both placements in Loreto Balbriggan Secondary School and Skerries Community College. I have enjoyed my time immensely and have gained more confidence, especially in regards to my communication skills and classroom management. I have found in my Loreto placement I have gained confidence and my delivery skills, I built a rewarding and strong rapport with my students. In regards to lesson planning, I feel I have stepped out of my comfort zone in creating units of learning based around different mediums I was not fully familiar with. I also believe that I have developed my units of learning to revolve around themes that interest and engage the students. One thing that has been a rewarding challenge for me, was working with a student from my 5th year visual studies, whose 2nd language is English and has very little and is very shy. I made sure to support and differentiate my learning for her.

I believe my **strengths** would be my visual aids. I think I made them very clear and easy to follow along. After explaining a task with the guide of a visual aid, students are able to follow along and are confident in their task. While in the beginning of placement I had found it difficult to project my voice and garner everyone's attention, I believe this is becoming a strength of mine, I have worked hard and developed the skill. I make sure to circulate the room, engage all the students in class, explain the learning clearly. I have found with developing the skills to become a teacher I have gained more confidence in the classroom. I have improved on my classroom management skills, assigning roles to certain students during set up and clean up. I have begun to implement tasks and stations to help with the flow and congestion of the classroom. With being able to project my voice and gain attention, I am able to manage the classroom well, especially during messy and busy activities. I have gained a good rapport and mutual respect with the students, allowing the class to be fun and rewarding. I believe my presentation of learning content and embedded task checklists in my presentations and setting up the classroom for activity has helped me to manage the classroom environment and allows the classes to run smoothly.

My **weaknesses** would be timing and keeping pace, I find that in the beginning of units of learning I get too focused on one thing at a time and this can cause the pace to slow, to combat this in class. I have begun to create slides in my slideshows that I use as a step by step checklist and timer to the task. Before the task I recap with the students through the checklist, so they know the criteria that should be hitting for each task, this allows students to look back and focus. This also helps me to keep pace and know what step we are on next. However I still need to work hard to combat this but I believe I am on the right track. Another weakness of mine would be questioning and evaluating the students' words. I have some tactics that I think work well for evaluating, such as during recap demonstrations I have a student tell me how to complete a task or a step and I ask another student to explain the reasoning behind. A new reflection activity I have brought in this placement and is also beneficial for the students to analyse another artwork, is the good example prompt cards. Where students would be given a 'good example' prompt card on an art element or technique and have to find it among their peers' work and explain their reasoning. The students enjoyed and engaged in this activity, it was beneficial. However I need to work on introducing more self reflection, especially along the lines of annotations and worksheets, this is helpful at monitoring the students progression.