

SECTION 1: ETHICAL CONSIDERATIONS

I have ensured that all BERA (2018) guidelines have been followed in my TMA. The names used in the videos provided by the Open University have not been changed in my TMA due to the BERA (2018) guidelines already been followed. The children's best interests are prioritised, and I have confirmed all participants have the understanding that they can withdraw any consent should they want to as stated in articles 3 and 12 of UNCRC, 1989.

SECTION 2 – BUILDING ON MY EXPERIENCES

The skills from my life experience which I bring to my study comes from being a mum and having LAC in my family home growing up. Both have allowed me to learn a new level of patience and understanding of children. Being patient with children in day-to-day life and whilst they are learning is important as it will take different children different times to learn things and it is important that we give every child the same level of patience to allow them to learn in a calm atmosphere. Children will learn better when they are in a calm atmosphere and feel supported. Some children may also have more educational needs which may need a little more patience, understanding and support. Growing up with LAC has allowed me to learn a new ability to nurture. It is essential that every child has a feeling of being nurtured to allow them to learn and think of themselves in a positive way. Lastly, being a mum has allowed me to learn to multitask; getting jobs done but not being too distracted to be able to still pay attention to and support the child when needed. This is crucial because there will be other jobs which need to be done alongside supporting the children so you must learn how to do both but without forgetting your main focus, the children's learning.

Different skills which I can bring to my study from my workplace are listening and working both as part of a team and individually. Children must feel listened to as they will have experiences relating to what they're currently learning about so they must feel valued and listened to enough to speak their mind. It's also important that the parents feel listened to as they may have concerns or questions regarding their children, and they should feel comfortable to speak to you about these. It's key that when working with children you can work individually and as a team, with different teachers and teaching assistants, at different tasks and activities with or sometimes without the children.

In the future, the main skills I would like to develop is my understanding of special educational needs and speech and language. I believe there is so much to learn with both, and they are ever changing. As mentioned in section 2.2 of Study Topic 2, training courses are a good way to develop your skills further and make sure you're keeping up to date with ongoing changes in different topics.

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Shelagh Ross, Eileen Scanlon

A red circular graphic with a gradient, appearing as a partial circle or a thick curved line, located to the right of the authors' names.

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A Hand Book Of Teaching & Learning S.Wadhwa,2008 *Teach. & Learning Methodo. In Higher Edu.(20)* Shalini Wadhwa,2006 **A Handbook for Teaching and Learning in Higher Education** Heather Fry,Steve Ketteridge,Stephanie Marshall,2003-12-16 First Published in 2002 Routledge is an imprint of Taylor Francis an informa company **Open Science** Shelagh Ross,Eileen Scanlon,1995-11-28 This book explores the particular challenges of teaching and learning science at a distance It discusses the principles of instructional design informed by studies of the ways in which conceptual and process based skills are developed by science learners and suggests how structural issues in the selection of course content may be addressed Focusing mainly on examples drawn from undergraduate teaching successive chapters illustrate a wide range of instructional media and techniques and show how multiple media courses can be assembled to form a coherent whole The issues of student assessment course evaluation and quality audit are also examined

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