

In addition, I have had much experience in teaching children with English as an additional language (EAL children). In my previous school in Manchester there were a high proportion of EAL children. This was therefore apparent in both classes that I taught. Many of these children by primary six had gained a grasp of the English language but there were a few children who still struggled to speak English. Half-way through my NQT year a Polish child joined my class having just migrated. This child had no English. I set up links with a Polish classroom assistant and got this child one to one time out of class for specific maths/basic literacy lessons. I also used iPad technology and translation applications to communicate instructions. On top of this I used simple word games, which I taught other children in the class how to use, to help promote the spoken English language of this child.

I have used iPads and ICT to enhance learning and I have had experience in teaching specific iPad lessons to a class. An example of this was when I created digital books (class project) for a topic 'Myths and Legends' and created Keynote presentations on WAU topics. Connecting my iPad to Apple TV and the class interactive whiteboard helped me demonstrate and teach the children how iPads should be used. I also used ICT for many other reasons such as accelerated reading and internet research for topic work. I feel quite privileged in how much access I have had to ICT resources for teaching. This year, every child in my class has an iPad and I believe teaching through ICT engages the children in ways that a pencil and paper often can't. To top this off I have used 4D technology in a specially designed room (with an interactive floor) to teach a range of topics through drama and role-play.

Assessment procedures in KS2, is an area that I can relate to quite easily from my experience to date. In England I was expected to assess every child formally every half-term. For reading, writing and maths the children were then given levels to check how much they had progressed that year. I have been trained in using assessment programmes such as Assertive Mentoring and APP. In my experience since I have returned to Northern Ireland I have administered NFER tests to primary 6 children and NFER tests to primary 6 children. I have also used data from PIM and PIM to generate class targets for an academic year. As I believe children should be fully aware of their own learning I have used personal targets as another means of assessment. Children in all of my classes have had an opportunity to write themselves realistic targets. Achievement of these targets is then celebrated through a reward system. Alongside assessment of learning using data driven techniques I use many classroom techniques for simple assessment for learning. I have introduced a traffic light system where each child in my class has a coloured cup (red, amber and green). Children in my class regularly use this traffic light system as a method of communication. I have also used differentiated questioning during lesson time and a red, amber, green book stack so that children can show me visually (by which pile/stack they choose) how they feel about meeting their learning intention.

Child protection is an area which links strongly to the Catholic ethos of many schools. There have been times in my career that I have had to report and log incidents in a professional manner. I feel that I understand the process behind logging incidents correctly and efficiently so that any child will be in the best possible care when under my supervision.

To conclude, I feel that I am well equipped to work with children through the training that I have received. I believe that I could fit nicely into any working environment and help support existing staff by adding my own ideas. I have worked closely with many staff to create and develop many plans for the ultimate benefit of the children that we teach. I have attended many staff meetings which have helped me understand the complexity of working with a