

Elfen 2 Log adfyfyril – Element 2 Reflective log

Disgrifiad byr o'r gweithgaredd (dim mwy na 50 o eiriau Brief description of the activity (no more than 50 words))	
Children had the opportunity to complete two tasks. One activity involved building the Eiffel tower out of marshmallows and spaghetti. Alternatively, children could build the Notre-Dame out of wooden blocks. The activity has been planned by an adult but is child-led otherwise.	
Nod/Amcan y gweithgaredd	Aim/Objective of the activity
The aim of the activity was to assess children's fine motor skills and mathematical development according to the Early Years Foundation Phase Framework. According to Welsh Government children within Nursery should be able to • Count 5 objects reliably • Understand that anything can be counted • Enable transferable mathematical skills to play and class activities • recognise steps to complete the activity or reach a solution • Develop fine motor skills through practical activities using a variety of materials. (Welsh Government, 2015, p.31-46) Children can develop the skills listed above by completing the activity independently and within a group. Also, by working in a group of 5 it encourages communication skills. As well as this, children are educated about the wider world which will help them question themselves, each other and the adult. Through completing this activity children should have a greater understanding of the Eiffel Tower and Notre-Dame whilst also building on their skills that the Early Years Foundation Phase has recognised appropriate for their age and stage.	
Eich rôl chi	Your role
Children in the Nursery class are currently learning about France therefore the activity that I planned had to coincide with this theme. Before conducting the activity, I researched different activities that children could participate in involving the current theme of France. Once this was established, I read through the Foundation Phase Framework to ensure there was a purpose for the activity and to ensure positive outcomes for the children. I also had to consider an alternative activity for children who needed extra support as they may struggle with the marshmallow and spaghetti building as it requires fine motor skills. I then designed a second activity that all children can participate in which included building the Notre-Dame with building blocks. Children with little fine motor skills may find this activity more suitable and helps strengthen their skills. During the activity I observed the children and once a child had completed a target set by the Foundation phase I was able to tick that it has been achieved. Also, it enabled a child-led approach as I did not lead the play and only intervened when necessary. I encouraged the children to ask questions and at times would ask open questions. This enabled the children to think in greater depth and ask me questions. My role was to facilitate the play and resources once this was complete, I enabled a child-led activity that encouraged them to experiment with different materials and to problem-solve. Playing to Learn (2016) states "Child-led experiences enable children to voice their thinking, express their ideas and have a part to play in their own learning." I listened to children's ideas and supported them if needed during the activity and ensured I did not lead the child's play. Also, when planning the activities, I ensured children could learn using VAK learning style model. VAK enables practitioners to plan for children's Visual, Auditory and Kinesthetic	

abilities. One of these skills usually is stronger than the others therefore providing an activity that includes all three of VAK's learning styles enables me to reach majority of the children learning styles (CCCOOnline,2019).	
Agweddau cadarnhaol – pam?	Positive aspects – why?
At the beginning of the activity children looked amazed as they discovered they were going to build the Eiffel Tower out of spaghetti and marshmallows. During the activity children were fully engaged and were able to problem-solve and help each other to build the tower. Children were smiling and laughing during the activity which demonstrated happiness and enjoyment towards the task. Also, once the children completed the Eiffel tower, they were proud. As children built the Notre-Dame using wooden blocks, most of them enjoyed building individual versions while very few enjoyed building a bigger version in a group of three. Children enjoyed building the Notre-Dame as tall as possible without it falling. The group of children exhibited much pride in their ability as they were eager to show myself and the other children their construction.	
Agweddau heriol – pam?	Challenging aspects – why?
Although the activity went well, there were challenging aspects which occurred during the activity, for example, two children misunderstood the activity and began to eat the marshmallows. The marshmallows were counted and separated to ensure every group had the same number of marshmallows to complete the tower. As children had eaten one each this meant they had fewer marshmallows than other groups to complete the Eiffel Tower. As well as this, some children got frustrated when the spaghetti would break as they built the tower. This led to one child wanting to play somewhere else although after some encouragement they complete the activity. Children participating in building Notre-Dame occasionally fought over blocks or pushed another building down. Although, one child enjoyed demolishing everyone's buildings which led to a few children upset and needing reassurance or help to build another.	
Pa wybodaeth arddangoswyd?	What knowledge was demonstrated?
As children learnt about France it was important to also research main topics and expand on my own knowledge. Through researching I was able to educate the children further and answer questions they had. Children had continuous questions to which I was able to answer all. During the activity children also developed my knowledge by sharing their perspective of the task as many children pointed out what they could use instead of spaghetti to make it steadier. The children's ideas inspired me as they suggested other resources, I could use in the future to build the Eiffel-tower. As children built the Notre-Dame, we discussed other materials they could use to build. I asked the children to reflect on their design and how they could make it better next time. This aided critical thinking in the child which is important as they will exercise this skill throughout their education.	
Pa sgiliau arddangoswyd?	What skills were demonstrated?
Carrying out the activity enabled me to demonstrate skills such as anti-discriminatory, non-judgemental and being an active listener. When designing the activity. it was important to include all children of all abilities. This led to adapting an activity if appropriate that can meet the needs of the child and to ensure they are not discriminated against.	

This also leads into being non-judgemental as it can be easy to judge a child by their actions or abilities. I kept a mindful mindset and ensured children had the opportunity to experience both activities and was not confined to one activity because it was easier or more suitable. Although, if a child was struggling, I encouraged their peers to support them or if appropriate I supported them.

As children performed the activities, I ensured that I listen to the child's opinions and ideas. By doing this the child was able to engage in conversation with me and question my knowledge on the subject. I adhered to the United Nations Convention on the Rights of the Child (UNCRC) article 31 which states that every child has the right to participate in a range of artistic activities (UNICEF, n.d). Complying with this, I listened to the voice of the child throughout the activities as it has been reported that children who are active participants within school have more motivation and engagement with learning (Department for Education, 2014).

Pa werthoedd arddangoswyd?

Which values were demonstrated?

Values that have been important during this task were included positivity and perseverance. I believe that I remained positive throughout the activity and that children benefited from this as I was continuously supporting and encouraging them. By exuding positivity, I hoped that it would encourage children to be positive also.

Encouraging both myself and the children to persevere throughout the task was important as the activity required problem-solving skills. During the task I had to encourage many children to persevere especially when building the Eiffel-Tower. Also, when a child knocked another child's building down, I supported and persuaded them to try again.

Beth allai cael ei wneud yn wahanol? Pam?

What could have been done differently? Why?

If I conducted this activity again, I would use larger groups of children as the activity took place over a week as the groups were no more than 5. I would consider using groups of children in future. Also, I would give children a choice of which task they would like to complete as few children seemed more interested in one activity more than the other.

I would also concentrate on assessing no more than three targets during a task as it became stressful at times when answering children's questions, listening to the child and noting what targets each child has reached. I could also be involved in the play more but ensure it continues as a child-led activity.

Using Gibbs reflective cycle, I will reflect in greater detail and retain the copy for future practice. This will help me develop my own professional development and can facilitate better outcomes for children.

Why should practitioners reflect on practice?

What should we reflect on practice?

Slade et al (2019) believes reflection is of high value within education as it develops learning. Reflecting, improves practice as it encourages the adult to scrutinize their own thoughts, actions and perspectives. Implementing this, leads to development of knowledge and skills as the practitioner will consider their actions and how it can effect themselves and children. Schunk and Zimmerman (1998) agree with this as they believe that through self-reflective practice, professionals are enabled to monitor and evaluate their performance, thus adapting their approach to ensure the learning goals are accomplished through appropriate activities.

How does working in partnerships benefit children?

Working in partnership with parents benefits children as children have more confidence after seeing their parents working with staff. Also, it is beneficial for children to gain comfort from being in the company of adults that are not their parents.

Parents have skills that can be applied to the setting to help individual children and staff learn also. This gives parents an understanding and appreciation of teacher's roles also (Hobart and Frankel, 2009, p.68-69).

Communities of practice are advantageous as they can provide quality services to children that will help them develop. Skills that members of the community have enables children to experience activities that are not available within the classroom (infed, 2009).

Lave and Wegner believe that communities of practice has "The idea that learning involves a deepening process of participation in a community of practice has gained significant ground in recent years" (infed, 2009).

Reflection Models

Professionals can evaluate their performance by using reflection models provided such as Gibbs and Schön. Gibbs reflection model enables practitioners to critically analyse their performance. Epstein (2008) states "To explore how teachers can support the development of thinking skills in students, we need a clear picture of what critical thinking looks like so that we can create and follow a path that will take children to this destination." By following the Gibbs model of reflection it enables a structured evaluation to follow to ensure the practitioner can reflect on main aspects. Gibbs model reflects on six areas which include; description, feelings, evaluation, analysis, conclusion and action plan. This method can be used individually or for teams within the working environment.

Schön reflection techniques enables the practitioner to reflect whilst performing an activity with the children and if they identify a problem they address it immediately. Also, the professional can reflect after an activity using the 'reflection-on-learning' method.

Gibbs and Schon model of reflection has been implemented within education therefore it is effective in practice (Finlay, 2008, p.8).

Edward De Bono

Professionals can reflect using Edward De Bono's six thinking hats. This is also an appropriate way for children to reflect and is used within schools. BetterEvaluation (2014) describes De Bono's six thinking hats technique as a "framework designed to promote holistic and lateral thinking in decision-making and evaluation". This technique enables the practitioner to reflect following the hats system as it is colour coded which is easier to follow. Following this method of reflection aids reflection daily, monthly, termly or annually. De Bono's method also enables the professional to think critically on the six areas of reflection (Dhanapal and Ling, 2013, p.26, BetterEvaluation, 2014).

This technique can be completed visually, physically or verbally. Once an activity has been completed the professional would come to a conclusion based on the activity which will complete the reflective technique effectively.



Ms Mindfully, 2018)

Welsh Government and Estyn

The Welsh Government promotes reflecting on practice as it enables the individual to identify strengths and areas to develop within the activity. This is applied through your career and enables practitioners to challenge themselves. This can lead to being self-critical which involves evaluating the work completed in more detail based on the evidence gathered. Being self-critical asks the professional to question their thoughts to ensure children have the best outcomes (Welsh Government, 2015, p.6)

Estyn agrees with this as they work alongside the Welsh Government for OECD schools and local authorities to improve self-evaluation. Estyn has identified self-evaluation as most needed to improve in school inspections. By following Estyn's toolkit to self-evaluate it improves the education for children and therefore must be embraced by staff (Estyn, n.d). To improve standards within education it is important to reflect regularly to maintain standards.

Care Inspectorate Wales (CIW)

The CIW inspects the quality of care within settings across Wales which includes Children's day nurseries. Not only do they inspect they encourage improvement of regulated services and local authority social services. This is to ensure standards and services are of high quality to support children and their families (Welsh Government, 2018, Care Inspectorate Wales, 2019).

There is an opportunity for professionals to reflect on their performance and identify strengths and areas of development. Responsible Individuals and Management must ensure they reflect holistically to ensure standards are met and identify areas of improvement to meet their goals. (Care Inspectorate Wales, n.d, p.4). Unlike many other inspectors the CIW inspect following the current legislation

- Social Services and Well-Being (Wales) Act 2014
- Regulation and Inspection of Social Care (Wales) Act 2016
- The Care Standards Act 2000

(Care Inspectorate Wales, 2019).

Theorists

Bronfenbrenner's Ecological model demonstrates that children are central to all. This means that provision by families and professionals are crucial to a child's development (Gulf Bend Centre, 2019). It is important that professionals continue to reflect on their care to ensure they provide high-quality education and care. By following the Ecological model it shows the direct effect educators have on the child as the child is surrounded by these professionals in their microsystem alongside their family.

Vygotsky agrees with this as he believed that children's lives are shaped by their family and education (Mooney, 2000, p.83). In order for children to reach their goals, educators must reflect on activities and themselves to ensure better practice and continuous development. Vygotsky's Zone of Proximal Development also identifies that children learn through 'scaffolding' that is supported by a teacher or peers. Teachers need to be keen observers to ensure individual needs are met (Mooney, 2000, p.84).

Although Schön's reflection-in-action entails problem-solving during the activity if you identify a problem. Reflection-on-action is implemented after identifying issues and finding solutions after the activity is completed (Paige-Smith, 2011, p.15 and Finlay, 2008, p.3). Helyer (2015) agrees with this describing reflection as a way 'of looking back' and learning from mistakes and improving better practice as Schon suggests.

Mudiad Meithrin

Mudiad Meithrin settings have a goldstar scheme or 'safonau serenog' for nurseries to which improves standards. All nurseries start with a bronze star and must present a portfolio to be assessed by panel of Mudiad Meithrin professionals to receive their silver star. For their setting to achieve a gold star, an inspection will take place by an independent inspector.

This strategy has been implemented to ensure standards are met within the industry. Mudiad sets targets for staff to ensure good management through plans which translates into best outcomes for children attending the setting (Mudiad Meithrin, n.d, Mudiad Meithrin Annual Report, 2018).

By setting standards such as these it enables growth of individuals and raise quality of services to ensure positive outcomes for children and families (Mudiad Meithrin, n.d).



(Ms Mindfully, 2018)

Element 4 Personal Development Plan

Area for further development (provide further details)	Why?	How?	Who/Where?	When?
1. Knowledge I would like to develop my Welsh language further. In order to do this, I believe I should attend an advanced course and practice my Welsh outside school.	When I speak Welsh, I feel self-conscious with certain audiences as I feel judged when getting mutations wrong. As I aspire to be a Welsh primary school teacher, I believe I need to develop my Welsh language to a higher level.	By attending an advanced Welsh course that is available in selected colleges or universities. Using my Welsh amongst friends outside of school will enable me to practice and build upon the language I already have. Also, I will learn from my peers and thus be able to use the language in a more formal way.	There are courses available within a short distance for advanced Welsh speakers. Cardiff university offers an advanced Welsh course which is sectioned into two parts over two years. The course enables students to build upon and practice their reading, writing and listening skills through the medium of Welsh (Cardiff University, n.d)	I would like to attend the course in September 2020.
2. Knowledge I aspire to be a Welsh primary school teacher. In order to do this, I must complete my PGCE.	I have worked as a Learning Support Assistant/ Officer for six years and have gained much experience working with children. I would like to progress further in this career and believe becoming a teacher will continually develop my knowledge as I research tasks for children. Also, I would like to continue to develop within this a career and by entering the teaching profession, there are many opportunities for this.	For me to become a teacher I will apply at a local university to complete a PGCE course for primary school. I will also need to complete an equivalency course as I have not got the grades needed for the course.	University of Wales Trinity Saint David offers a PGCE course that is studied through the medium of Welsh for Primary with QTS (University of Wales Trinity Saint David, 2019). Successful applicants can complete an equivalency course in Mathematics, science and English (University of Wales Trinity Saint David, 2019).	I hope to attend a PGCE course in September 2022.

3. Skills Developing my leadership skills will benefit me and others in the future once I become a teacher.	I feel comfortable leading a class although, I struggle when other teaches such as agency workers come into the class. I lack confidence therefore it restricts me from leading in some areas. As I would like to be a teacher, I must gain confidence as I am expected to lead.	Putting myself forward for new opportunities that requires taking responsibility and guiding others. There are many opportunities within my workplace to lead, such as after school activities for example netball club that have interested me but have feared taking responsibility. Gaining confidence in myself and my abilities through experiences. This can be through peer observation or putting myself in the position to lead and gain knowledge.	I will volunteer in the schools after school clubs. Firstly, I will mirror one of my peers before gaining enough confidence to lead the activity. Following this I hope to gain enough self-confidence to lead in other aspects of the industry and offer my opinions.	With immediate effect.
4. Skills Communication skills amongst other professionals and staff.	I feel intimidated amongst professionals and some members of staff as I do not feel I am being taken seriously. Therefore, I do not communicate with them unless it is related to school issues.	I can develop a relationship with professionals by communicating and asking questions to the individuals thus forming a relationship. By forming a relationship with staff, it can lead to developing stronger communication skills within a professional environment. Also, my leadership to be taken seriously within the work environment.	I will attempt to communicate with other professionals within the work environment.	With immediate effect.
5. Values I hope to become more open minded.	Within the workplace I become too comfortable and afraid to try new things as I have a fear of doing it wrong. This can	When carrying out activities I will challenge myself to be creative and provide better outcomes for children.	I would apply being open minded in daily life. This would be suited to working in the school also as no child is the	With immediate effect

	restrict me at times to fully commit to an activity or to think 'outside the box'. I can be open-minded when completing creative tasks as I have a creative mind although, I struggle to interpret this at times.	I will also listen to other people's ideas or research further into the activity. By putting myself outside my comfort zone and listening to others views and ask questions will help me be more open minded. Being open minded within daily life will also transfer to my professionalism therefore developing this value will benefit me in all aspects of life.	same and I need to remember this and have more patience and be open minded. Being open minded is a value that should be applied within schools, therefore developing this will ensure I provide a better quality of education.	
6. Values Challenging myself in everyday life that can also transfer into my professional life.	I become too comfortable in my routine and do not challenge myself to try new things that I have always wanted to do. I also fear failure, therefore I do not challenge myself as there is a possibility, I will not reach my desired end goal.	Setting daily, monthly or annually targets will ensure I have realistic goals. When challenging myself I will continue to set goals and challenge my abilities even when failure arises. This value can also help challenge me in my workplace by setting targets. By bettering myself I can provide better education for children.	I can challenge myself in daily life as there are always opportunities to reflect and challenge myself to better. This can be applied to my work as challenging myself can also help me be open minded about the experiences I will have.	With immediate effect.
7. Other? I would like to be more knowledgeable as this will give me a	I am surrounded my knowledgeable people and feel out of place at times therefore I would like to expand on my knowledge of the world.	When I find a topic I am interested in I want to research it further. This can also be through reading books that are relevant to the field of study.	This can be applied to my professional development within school as children learn about the world and cultures in school, I research the topic to ensure I	With immediate effect.

greater understanding of the world.		Using the local library can also expand my knowledge as they have a range of topics that can find answers to my questions. Also, by questioning others it can develop my knowledge further.	can answer questions they have and can better my knowledge. Having access to my local library can also answer questions I have on a subject. This also leads to questioning my peers to find answers.	
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