

Element 2 Reflective log

Brief description of the activity
I took 5 children on a nature walk, they created sticky 'crowns' to collect natural objects that they stuck on to their hats. We brought the hats back to school to place on our curiosity table. We discussed what we saw on our walk and the children had the opportunity to show and explain their findings to their friends.
Aim/Objective of the activity
The group were working at an outcome 1. This was a fine motor activity where the children were encouraged to use their hands. The skill was taken from the Foundation Phase handbook: <i>use hands to manipulate and explore simple and tactile materials</i> (Welsh Government, 2017, p.94).
Your role
My role involved encouraging and helping the children create their headband crowns using paper, sticky tape and double sided tape. The children were encouraged to cut the paper themselves, I supervised them using the scissors. I was then responsible for the children's safety on the nature walk. I ensured children were wearing appropriate clothing for the weather conditions. Whilst on the walk I discussed the things we could see, hear and smell with the children. The children picked the grass, snapped twigs and pulled off leaves to stick on their headbands. My role was mainly to supervise and support the children and to ensure their safety. The walk was mostly child-led, with the children leading the conversations and deciding which route to take around the school. Each child had the option to stick on what they felt appropriate. One of the children used a wheelchair to aid with mobility, this child also had an additional adult as his 1:1 on the walk. My role ensured planning the activity to ensure it accommodated all styles of learning. E.g. visual, kinaesthetic.
Positive aspects – why?
Engaged children: All children on the walk seemed very engaged and interested, this could be because of the freedom the activity allowed. Communication skills developed:

The children incited conversation with their peers and also myself whilst on the walk.

Showing curiosity in the environment:

The children discussed natural objects in the environment and also about wildlife and how rubbish is not good for the animals and environment.

Fine motor skills exercised:

Almost every child used their hands and exercised their fine motor skills, both in the classroom creating their crowns and also in the outdoors when manipulating materials.

The opportunity to relay their findings:

The children took their headbands back to the class and put them on the curiosity table. The following day the children discussed their findings with their peers and other staff in the class.

Challenging aspects – why?

Time restrictions:

The activity was time consuming, which is fine as the children were engaged throughout. In hindsight I should have started the activity in the morning session, as I completed this in the afternoon it meant the children were hurried along during their time outdoors. It also meant that the children were unable to share their information from the walk with friends until the following day, by which time they had mostly forgotten what we had done.

Not leading the activity:

I found it difficult to stand back and allow the children to lead the play. The temptation was to ensure children picked one of everything for their headband. One child picked only grass and stuck it to the crown, I almost suggested picking additional objects, however I held back. Later on in the afternoon I saw the child discussing another child's headband, at that point I realised peer learning had taken place without my control needing to be input.

I did not ensure the activity was inclusive:

The child who was in a wheelchair was unable to access a few of the materials as they were up too high for him to reach. His 1:1 helped him by passing him the materials, however I realise I should have pre-planned the route, so that the child could have participated to the same capacity as the other children.

What knowledge was demonstrated?***An awareness to accommodate all learning styles:***

I believe the activity was suitable for all learning styles with the different elements involved. Chislett and Chapman (2005) define these as:

Visual: The preference to see or observe things (viewing the outdoor environment).

Auditory: Information through listening (listening to peers discuss their findings).

Kinaesthetic: A physical experience to aid learning (creating the crowns and collecting their materials).

Reflection in action:

Assessing the children's need to lead the play. I reflected during the activity, understanding that I needed to stand back to allow the children to choose the direction the activity followed.

What skills were demonstrated?***Organisation skills:***

I felt I was organised in that I had all of the resources available for the children to create their headbands. I ensured risk was eliminated as much as it possibly could have been, ensuring the children were in appropriate clothing, I also took items with me we may have needed on the walk, e.g. First aid kit, mobile phone.

Leadership skills:

The children seemed to feel happy and safe in my care. I felt confident within my role and activity. I felt the children responded positively to me.

Which values were demonstrated?***Empathy:***

Whilst out on the walk a child spotted some frogspawn he wanted to stick this to his crown. We then discussed together why this would not be a good idea and talked about the implications of this. Although the child was a little upset he seemed to calm down quickly and soon understood. I believe the level of empathy I offered to the child was appropriate. I did not dismiss his feelings, instead acknowledged that he was upset, validated his reason and offered a discussion.

What could have been done differently? Why?***Timing:***

I should have allowed more time for the activity to take place. I felt like I was rushing the children slightly during the walk. It was getting close to the end of the day and I was wary of running out of time. This also meant the children did not get the opportunity to discuss what they saw until the following day, this made it difficult for the children to remember the details of the walk.

Inclusion:

I was not inclusive enough for all of the children to participate during the activity. The child with limited mobility was unfortunately unable to join in to the same capacity as the other children. To eliminate this in future I will do a practice route of the walk to ensure it is inclusive for all children.

Becoming a reflective practitioner

What is reflection?

- Reflection in practice is thinking about what you currently do and how you do it. It is considering why you choose to make one choice, rather than another, or for understanding why a person holds a certain principle (Lindon, 2012).
- Becoming a self-reflective practitioner is a learning journey. It involves constantly learning from your own performance and its effectiveness and realising where you aim to be (Johns, 2013).
- Reflection involves considering and evaluating your own work before, during and after an activity has occurred (Maksimović and Osmanović, 2018)
- Reflection is defined by Paige-Smith and Craft (2011) as a process that is more than just thinking about practice. It is about discovering how an individual feels and understands their own practice. This happens through questioning what a person does and how they can make their practice more effective.

Why is reflection important?

- Reflection allows for modification of practice to ensure further development of effective play provision that meets the needs of the children (Moyle, 2010).
- Reflection enables practitioners to become skilled and knowledgeable by continuously seeking to improve their practice (Dryden, 2005).
- Becoming a reflective practitioner will offer the reward of practice that is more satisfying and sustainable, it will also aid with additional knowledge to manage situations that are difficult. (Hargreaves and Paige, 2013).
- Good reflective practice enables practitioners to go further than simple proficiency, but instead head towards an aspiration to subject their own practice to serious scrutiny (Korthagen, Loughran and Russell, 2006).
- Educators who have combined reflective practice into their teaching as a crucial point of professional development have immensely improved their teaching and its effectiveness (O'Boyle, 2018).
- Education and care is paramount to young children and the environment. Young children deserve excellent early year's educators who are well-informed and professional, with a great understanding of the needs of children within their care and their learning and development. This is achieved by educators who continually develop their own understanding by observing, researching, reflecting and discussing their own abilities (Tovey, 2013).

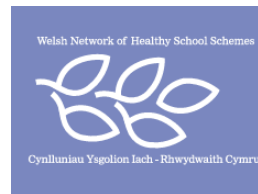
What is excellent practice?



(CVWYS, 2018)

Estyn discusses excellent practice as children who are encouraged to become independent learners and work with the knowledge they have gained. They also state that effective practice is allowing learner's time to reflect and think critically as they develop. This then in turn allows the children to become more resilient.

Estyn also understands that excellent practice is a setting that allows children to enhance early literacy, numeracy, physical and thinking skills and the children have the ability to apply them in relevant situations (Estyn, 2018).



(NHS, 2018)

A healthy school is one that has ownership on maintaining and promoting the health of all who 'learn, work, play and live'. This is done by teaching children about the importance of remaining healthy and also being a positive role-model for the children. The Welsh network of healthy school scheme defines excellent practice as a setting that stimulates and upholds the social health and well-being of children through positive action, stating this can only be achieved by careful planning and implementation by staff who incorporate this into the curriculum, learning environments and ethos of the setting (NHS, 2018).

Becoming a reflective practitioner

How can I be reflective?

Lindon (2012) explains that practitioners must become emotionally self-aware when learning how to become reflective. This consists of being honest about one's feelings and thoughts within practice. Lindon states that reflection can be challenging for the individual, but it is important to be kind towards themselves.

McGregor and Cartwright (2011) discuss ways of beginning reflection in practice. These include:

- Keeping a reflective journal; understanding that when you write about an experience it allows deeper thought and that actually writing it down may prompt an individual to think more carefully.
- Using a reflective model as this will allow an individual to view their actions in differing perspectives.

Reflection can take place in group form. Foong, Nor and Nolan (2018) states that reflection in this way allows for a more collective way of problem solving and allows individuals to validate colleagues ideas.

An effective method of collaboratively reflecting is to use De Bono's six thinking hats. Payette and Barnes (2017) state that the idea of using the 6 hats is to foster critical thinking, that each hat offers a differing cognitive mode, that allows groups to unpack any issues they may have, stating that the method offers learners new ways of being reflective, thinking critically and facing any problems they may encounter.

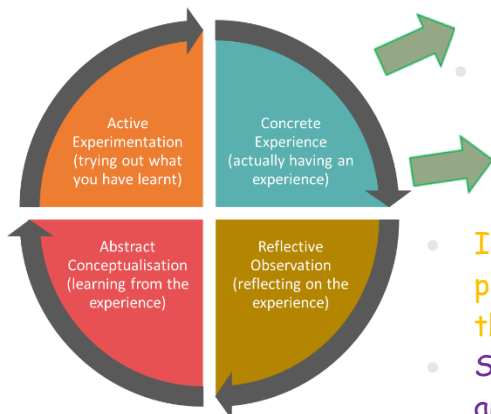
(TES, 2018)



What models could I use to support reflection in practice?

There are many effective models of reflection that can be used to aid on an individual's reflective journey. Ashby (2006) states that using a model to aid with reflection enables practitioners to see from different perspectives. The following two models are widely used:

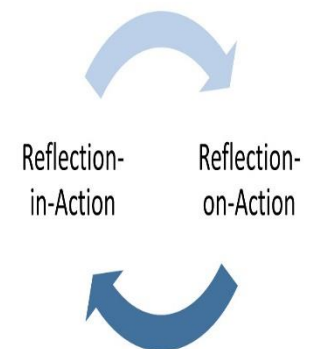
Kolb's reflective cycle 1984



(Inspiring UK, 2019)

- Burns and Danyluk (2017) discuss Kolb's model as an effective tool for educators to evaluate developing proficiency, stating that thirty years on the tool for reflective practice still resonates within education.
- Tomkins and Ulus (2016) discuss that Kolb's reflective cycle offers two forms of experience: concrete and abstract and there are two ways of turning this experience into knowledge, this is by reflective observation and active experimentation.
- Iqbal (2016) states that Schon claims that educators reflect on their current practice to restructure their actions and to seek solutions for any problems they may encounter.
- Schon defined reflection-in-action as a practitioner's ability to reflect during any issues they may encounter and understand how they arrived at that point and what they can do to improve the situation in the moment. Reflection-on-action is when a practitioner looks back at the event and understands what they could have done differently (Tannebaum, Hall and Deaton, 2013).

Schons reflective cycle 1993



(Laurence Biro, no date)

Element 4 Personal development plan

Area for further development:	Why?	How?	Who/Where?	When?
1. Knowledge: Developmental and therapeutic play – MA, two year's part time.	To have a deeper understanding of child therapy through play, and to further my studies. Ideally I would like to continue to work in my setting, working with vulnerable children who may have experienced trauma such as bereavement, family members in prison and violence at home.	Firstly by applying to university with the course commencing September 2021, two years part time. I would need to achieve a minimum of a 2:2 within this degree to apply for this course. The fees for the course are £ 3,600 per year. I intend to take a year off studying after finishing this current degree. In this time I hope to volunteer at different settings that work with children, with the view that this will broaden my knowledge and understanding of working with children from different backgrounds and areas. E.g. - Youth club, children's centre. I hope this additional experience, as well as my degree and also current work experience would enable me to be awarded a place on the therapeutic play course.	Swansea university. https://www.swansea.ac.uk/postgraduate/taught/humanandhealthsciences/developmental-and-therapeutic-play/	September 2021

1. Knowledge: Build upon current knowledge for my job.	To offer the children the experience of learning they are entitled to, and also to be confident in my own knowledge, with a greater understanding of how to facilitate outdoor play and the benefits of this.	Continue with my current studies: BA Honours in Early Year's Education and Care, continuing to learn relevant information relating to my role as a learning support officer within the Foundation Phase. Another is to take time to research and understand the benefits of outdoor play. My aim is to attend a Forest Schools training course to gain a certificate in leading forest school. My workplace currently does not have any staff that are trained in this area, with this in mind I would approach the head teacher with the information about benefits of outdoor play and find out his view on funding this course. Agored Cymru (2015) advertise that is advisable to begin at the level 2 entry and then progress onto level 3 to become a leader in forest schools.	UWTSD - https://www.uwtsd.ac.uk/ba-early-years-education-and-care/ Agored Cymru - http://www.agored.cymru/Units-and-Qualifications/Qualification/127524	Post current degree: July 2020.
2. Skills Confidence.	To feel more confident in my decisions and my own ability. This current degree with help build my	Continue to push myself at university to join in with group discussions and presentations. To continue to push myself	Workplace and University.	Present

	confidence within my job by providing me with the information and tools I require to improve practice.	in my workplace to speak and share my ideas and voice my opinion where appropriate. Ted talks have become a great source of inspiration- https://youtu.be/a2MR5XbJtXU I aim to ensure I allow time to listen to one per week.		
3. Skills Communication skills.	To be more articulate when conversing with other adults and children. To be understood clearly, and feel confident in my own communication skills. The play therapy course requires a presentation as part of the interview process, improving my communication skills will help with this element. Good communication skills are vital when working with children, particularly for being a good role model. Children's workforce development council (2010) state that good	To be conscious when speaking to others that I am facing them, to try and speak clearly and slowly. To read up on tips about becoming an effective communicator and follow these by implementing them daily.	At all times, exercising what I have learnt.	Present

	communication is central to establishing trust.			
4. Values Inclusion - acceptance of other people's values- that differ to my own.	Working in a deprived area I often see different values instilled in children, particularly to my own up-bringing. The importance for me to is to accept other people's values, and understand that there is usually a reason for a person feeling a certain way.	To follow the lead from more experienced staff who have worked within the area for longer, who often know the families through the generations and are able to take a non-judgemental stance. I can observe and learn from these members of staff and asking questions will aid in my understanding. Peer learning will take place here, with myself learning from a more knowledgeable other. I could also ask my colleagues to observe my own practice and offer feedback and ways to improve.	Staff members within my setting.	Present
5. Values: Patience.	To allow children within my classroom the time they need to play and learn. To offer them the time I know they need to respond to situations. This time will allow for more in-depth and effective observations to take place on the children as I will have more time to	To discuss timings of activities with the person in charge, discussing the benefits of allowing this to happen, ensuring that I have appropriate information to validate my reasons. To be organised so that I am not rushing the children to answer, this will entail arriving to work slightly earlier to prepare.	At home: reviewing previous training material. In my workplace with my colleagues.	Present

	offer. The children will also feel less under pressure if they are given the time they need to respond.	To look back on ELKLAN training I have previously completed to remind myself of the time children may need to answer. https://www.elklan.co.uk/information/for-practitioners		
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