

### Elfen 2 Log adfyfyrion – Element 2 Reflective log

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| Brief description of the activity (no more than 50 words)                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Children age 3 in groups of 4 were given pavement chalks, A3 paper, the floor / yard and a selection of 2D shapes to draw around and try to make an object. For example, a square with a triangle on top makes a house. Add squares for windows and a rectangles for doors.                                                                                                                                                                                                            |
| Aim/Objective of the activity                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• Identify shapes and expand the children's knowledge of them</li> <li>• Identify colours</li> <li>• Promote fine motor skills</li> <li>• Support numeracy (number of sides, amount of shapes, bigger or smaller)</li> <li>• Develop and expand language</li> </ul>                                                                                                                                                                             |
| Your role                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• To encourage the children to build objects using the shapes, demonstrate if necessary.</li> <li>• To encourage and expand their language and numeracy knowledge and understanding.</li> <li>• To scaffold learning.</li> </ul>                                                                                                                                                                                                                |
| Positive aspects – why?                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| The activity was child led and they could stay on task for as long as they wanted. This gave the children the opportunity to learn from their more knowledgeable peer. It was their choice about what shape and colour they used and whether they drew on the paper or the floor. Although this activity was child led and time management was not an issue, I did have to manage the space and had ensured that I had enough resources available so that the children didn't run out. |
| Challenging aspects – why?                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Some children could not understand what was expected of them, explaining this repeatedly became challenging while trying to support the other more able children.</li> <li>• Some children did not know their shapes, so when asked how many sides a square has, they answered 3 which became a bit confusing for the other children.</li> </ul>                                                                                              |

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| <ul style="list-style-type: none"> <li>• Some could not hold the chalk, because their fine motor skill may not be sufficiently developed.</li> <li>• Keeping the paper in the same position was challenging because as they were holding the shape to draw around and the paper kept moving, So I had to find objects to hold in place while not leaving the children unattended.</li> </ul> |
| What knowledge was demonstrated?                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Shapes</li> <li>• Numeracy</li> <li>• Language</li> </ul>                                                                                                                                                                                                                                                                                           |
| What skills were demonstrated?                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Negotiation</li> <li>• Listening</li> <li>• Experience</li> <li>• Information sharing</li> </ul>                                                                                                                                                                                                                                                    |
| Which values were demonstrated?                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Respect</li> <li>• Interest</li> <li>• Time</li> <li>• Patience</li> <li>• Kindness</li> <li>• Non-judgemental</li> </ul>                                                                                                                                                                                                      |
| What could have been done differently? Why?                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• Use pictures of objects made from shapes to give children who had difficulties a visual representation of what was expected of them.</li> <li>• Masking tape to hold the paper in place.</li> </ul>                                                                                                                                                 |

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# *The importance of Reflective practice*

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## **Audience**

This paper is aimed at early years practitioners to help develop their knowledge and understanding of reflection and critical thinking skills.

## **What is reflection?**

Reflection attempts to do more than simply describe an event or experience. Johns (2013) explain that reflection is a way to think deeply and carefully about yourself within the context of your own practice. Bolton (2012) add that it provides strategies to bring things out into the open and enables practitioners to learn from their experiences and identify problems within their practice (Hallet, 2013). Tarrant (2013) says that reflection facilitates practitioners to link their experiences to wider contexts, other perspectives and theoretical framework and policies including the foundation phase framework (2015).

## **Why is reflection important?**

The purpose of reflection is to enable a practitioner to provide a higher quality of practice for children. When practitioners participate in reflection, they can improve their practice by analysing their work and deciding if what they are doing is effective or not (Hallet 2013). Burton (2000) and Gillett et al (2009) state that reflection is an important part of personal development. Enabling you to develop an understanding of the way you learn. Additionally, Gillett et al (2009) and Paige-Smith and Craft (2010) synthesis that reflection promotes critical thinking and problem-solving skills. Facilitating a practitioner to develop a routine of analysing thier experiences and how it can be improved. Macleod-Brudenell and Kay 2008 say that reflection helps to increase our skills, understanding and professional practise.

## **When reflecting on practice we need to:**

- Suggest changes to the way we practice
  - Discover links
  - Ask questions consistently
  - Link experience and practice and theory
  - See patterns
  - Identify knowledge, understanding and skills
- (Macleod-Brudenell and Kay 2008)

### How does reflection facilitate higher quality practice?

Government policies are there to guide practitioners, but the quality of provision provided to children depends on how practitioners interpret it (Foley and Rixson, 2008). Using their professional experience to reflect and learn from it. Later, modifying and improving provision for children and continuing to develop their own professional practice. (Hallet, 2013).

Estyn report (2016-2017) states that in the most successful schools, there is a strong ethos to continue their professional learning, and staff are reflective and work well together as a team. They share their practice with each other and learn from their own and others experiences. Superiors identify any issues that need improvement and actively seek out effective practice. Team activities help support staff to reflect on their practice and build their confidence.

Estyn recommend that reflection facilitates practitioners in discovering what areas of practice need to be altered, and when to make those changes. The report suggests that practitioners should encourage pupils to reflect and respond to feedback.

### Possible Barriers you may encounter:

Tarrant (2013) explains that there will always be barriers to overcome including those that are reluctant to try anything new or unconventional. Another possible barrier is as a practitioner becomes involved in the daily pressures of the job, they do not have the time and space to reflect effectively. Cottrell (2015) describes the reflective process as challenging, we do not like to uncover things about ourselves that makes us feel uneasy, but Cottrell (2010: 189) states that **'The things we most need to know can be the hardest to hear'**.

### Reflection is often seen as a cycle, this can be followed once or as often as required.

(Edinburgh university, no date)



(source: Manchester metropolitan university, 2019)

### Description:

What, where and when?

### Feelings:

What was your initial reaction? What were you thinking?

### Evaluation:

What was good or bad about this experience?

### Analysis:

Compare theory and practice. What was similar or different about this experience and other experiences?

### Conclusion:

What should or could you have done differently? what have you learnt for the future?

### Plan of Action:

What will you do next time?

Even if the experience was positive and you did well, which areas could you improve?

(University of Cumbria, 2016 and Leeds Beckett university, 2019)

### Further information available at:

- <https://my.cumbria.ac.uk/media/MyCumbria/Documents/ReflectiveCycleGibbs.pdf>
- [https://www.bradford.ac.uk/wimba-files/skill-space/Reflective Writing HTML/page 04.htm](https://www.bradford.ac.uk/wimba-files/skill-space/Reflective%20Writing%20HTML/page%2004.htm)

### Element 4 Personal Development Plan

| Area for further development (provide further details)                              | Why?                                                                                                                                                                                      | How?                                                                                   | Who/Where?                                                                                                                                                                                                                                  | When?          |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| 1. Knowledge - master's application                                                 | The course is accredited by Social Care Cymru and recognised by the regulatory bodies in the other UK nations, so on successful completion you can register as a qualified social worker. | Complete application form on line.                                                     | <a href="https://www.swansea.ac.uk/postgraduate/taught/humanandhealthsciences/social-work/">https://www.swansea.ac.uk/postgraduate/taught/humanandhealthsciences/social-work/</a>                                                           | September 2021 |
| 2. Knowledge - code of professional practice for social worker                      | One of the entry requirements to apply for a master's in social work.                                                                                                                     | Reading and re reading the 'code of professional practice for social worker' document. | <a href="https://socialcare.wales/cms_assets/file-uploads/Code-of-Professional-Practice-for-Social-Care-web-version.pdf">https://socialcare.wales/cms_assets/file-uploads/Code-of-Professional-Practice-for-Social-Care-web-version.pdf</a> | February 2019  |
| Knowledge - Key Skills level 2 (QCDA) Numeracy or 'Application of number', e.g. Key | Part of the entry requirements to apply for a master's in social work is: Maths and English or Welsh GCSE at grade A*-C or                                                                |                                                                                        | The Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) Tel: 029 2037 5400; Website: <a href="http://www.accac.org.uk">www.accac.org.uk</a><br>Welsh Assembly Government Education Department Tel: 029 2082 6018          | September 2020 |

|                                                                     |                                                                                                                              |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Skills level 2 (QCDA) Communication.                                | equivalent, e.g. Key Skills level 2 (QCDA) Numeracy or 'Application of number', e.g. Key Skills level 2 (QCDA) Communication |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |
| 3. Skills - learn welsh                                             | I would love to learn this language and is a personal goal of mine. It also could possible help future employment.           | Complete a foundation course in UWTSD                        | UWTSD Two online modules and one five-day residential module on the Lampeter campus. The fees are £600 per module and £1,800 for the Certificate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | January 2020                  |
| 4. Skills - Improve my observation, analytical and listening skills | These are a required skill set for a social worker and I am aware that I need to improve these skills.                       | Attending an introduction to - counselling course.           | CPCAB L2 Award in introduction to counselling skills. Coleg Sir Gar, Graig Campus, Llanelli. (01554) 748179                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | September 2019                |
| 5. Values - inclusive practice                                      | to develop knowledge and understanding of diversity, inclusion and equality.                                                 | Personal Experience Read and research to expand my knowledge | Placement in early years settings<br>Right from the start - <a href="https://www.atl.org.uk/Images/Right%20from%20the%20start.pdf">https://www.atl.org.uk/Images/Right%20from%20the%20start.pdf</a> .<br>Diversity and inclusion strategy 2016-2021<br><a href="https://www.assembly.wales/en/abthome/about_us-commission_assembly_administration/Documents/Final%20DI%20Strategy-e.pdf">https://www.assembly.wales/en/abthome/about_us-commission_assembly_administration/Documents/Final%20DI%20Strategy-e.pdf</a><br>Analysis Religious provision - A question of faith<br><a href="https://www.nurseryworld.co.uk/nursery-world/analysis/1094156/analysis-religious-provision-question-faith">https://www.nurseryworld.co.uk/nursery-world/analysis/1094156/analysis-religious-provision-question-faith</a><br>Equality and inclusive practice | From September 2017 - Ongoing |

|                         |                                                                                                 |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                             |
|-------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
|                         |                                                                                                 |                                         | <a href="https://www.pre-school.org.uk/equality-and-inclusive-practice">https://www.pre-school.org.uk/equality-and-inclusive-practice</a>                                                                                                                                                                                                                                                                                                                                              |                                                             |
| 6. Values - mindfulness | To improve my concentration and ability to stay focused. Also, to help manage my stress levels. | Gather information and attend a course. | Mindful healthy mind healthy life<br><a href="https://www.mindful.org/meditation/mindfulness-getting-started/">https://www.mindful.org/meditation/mindfulness-getting-started/</a><br>NHS <a href="https://www.nhs.uk/conditions/stress-anxiety-depression/mindfulness/">https://www.nhs.uk/conditions/stress-anxiety-depression/mindfulness/</a><br>UWTSD mindfulness for students<br><a href="http://students.uwtsd.ac.uk/mindfulness/">http://students.uwtsd.ac.uk/mindfulness/</a> | February 2019<br>No fixed date I register an interest asap. |

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