

Element 1-Presentation Reference List

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Element 2-Reflective log

Brief description of the activity (no more than 50 words)
A 20-minute activity where a group of 8 children had to find coins that were hidden around the outdoor area. These included 1, 2, 5 and 10 pence coins. They then had to match the coins to the correct numbered numicon that were placed on the floor in numerical order.
Aim/Objective of the activity
Aim- The aim of the activity was for the children to identify and become familiar with money and their numerical values. Also, to be able to group them correctly to the right valued numicon on the floor. Objectives- To be able to: • Identify the value of each Numicon. • Recognise the different values of each coin. • Group different valued coins and put them in numerical order using the numicon. • Demonstrate an awareness of others and be able to work as a team.
Your role
My role was to prepare the activity before it began and ensure that the outdoor area was safe for the children to undertake the activity in. I then lead the activity by, firstly, explaining to the children what they had to do and then supported them during the activity by questioning and helping them to identify and group the coins correctly. My role was also to encourage the children to work effectively and as a team.
Positive aspects – why?
I think that the children enjoyed this activity as they were all engaged and joined in happily. This might have been because it was undertaken outdoors, which allowed for opportunities to better engage the children and boost their development. Also, the activity was planned appropriately to suit their age and stage of development. Therefore, they could understand and gain knowledge and skills from the activity. It was fun, as it allowed the children to run around to search for the hidden coins. Therefore, the activity was more like a game rather than a structured lesson and contributed to their physical development. The activity was well planned, I collected all of the appropriate resources and I ensured that I prepared the activity before the children arrived. Doing this meant that the activity was more organised, flowed well and I felt prepared.

Challenging aspects – why?

As money was a new concept to most of the children, many of them needed a lot of support to identify the value on the coins and needed assistance in matching them to the correct numicon. Therefore, I found it challenging to provide mathematical support to all of the children as there were 8 children in the group.

As there were so many children in the group, I found it difficult to ensure the safety of them at all times. For example, as they were running around, I could not always see them, meaning that it was challenging to watch for their safety.

Another aspect I found challenging was allowing the children time to try and match the coins to the numicon themselves. I found that I did not allow them an appropriate amount of time to think for themselves before helping them as it was only a 20-minute session, I felt that it needed to be completed in that time.

What knowledge was demonstrated?

Knowledge that was demonstrated included knowledge regarding the concept of money and teaching children its value. Also, the value of utilising the outdoor area as part of the Foundation Phase, as well as keeping children safe outdoors. Knowledge of health and safety outdoors was demonstrated as I checked that the outdoor area was safe for the children before the activity began.

My knowledge of child development was demonstrated within the activity as I understood the level of questioning that was appropriate for the children. I also ensured that the activity was not too challenging for their age and stage of development and that it was an achievable task.

What skills were demonstrated?

Effective communication was a skill that I feel that I demonstrated, as I explained the activity appropriately for the children's age and stage.

Another skill I felt that I demonstrated was listening skills, as I listened to the children and supported them when appropriate.

I also answered any questions that the children had fully and appropriately, although as mentioned, it was challenging due to the number of children within the group.

My observation skills were also demonstrated within this activity, as I watched the children and could identify those who found the activity challenging and who did not. Also, which children could identify the coins correctly and who found it difficult, meaning that I could feedback my observations to the class teacher.

Which values were demonstrated?

A value that I feel that I demonstrated throughout the activity was having empathy, as I understood that money was a new concept for the children. Therefore, I supported them appropriately.

Another value that I feel that I showed was understanding and having a caring approach towards the children, as some children found it difficult to find the coins. Therefore, I walked around with them and helped them by questioning and hinting where the coins may be hidden.

Play and fun was another value that I feel was demonstrated as I ensured that the activity was fun and engaging by making it into a game.

I also demonstrated the value of diversity and inclusion, as I understood and took into consideration the children's diverse needs and I ensured that all of the children were included and taking part fully.

What could have been done differently? Why?

One aspect that could have been done differently is I could have had a smaller number of children within the group, as this would make it easier to support each child fully and more effectively, whilst also ensuring their safety.

Another aspect that could have been done differently is that I could have shown the children the coins before the activity began and helped them to identify what the value of each coin was before the activity started. By doing so, they may not have needed so much of my support as they would have had a better understanding of the concept of money beforehand. I also could have allowed the children more than 20 minutes for the session, giving them plenty of time to complete it and allowing them to work more independently, as well as a team. Giving them more time would mean that there could be less interference from myself, allowing them to think for themselves, communicate more with each other and problem solve.

The importance of reflective practice as a means of maintaining quality services for young children

Aim- This paper aims to provide practitioners with practical and useful information regarding reflective practice and why it is important. This paper also gives some examples of reflective models that practitioners could use within practice and explains why being a reflective practitioner can improve the quality of service.

What is reflective practice?

Reflective practice is a way of looking at experiences or events to try to improve the way in which individuals work (Yelland et al., 2008). According to Lindon and Trodd (2016), reflective practice can be done using reflective models as a guide for practitioners and is said to include several elements that practitioners need to consider to be able to reflect effectively and critically.

These include-

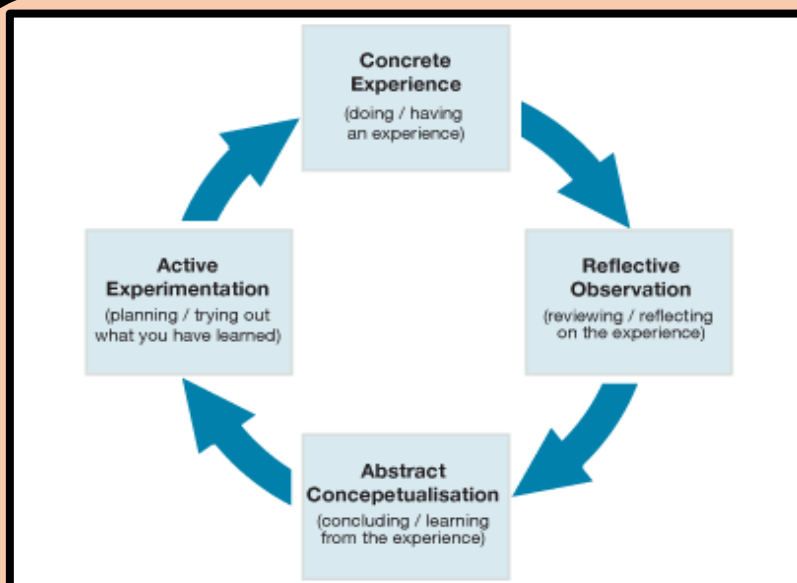
- Having the confidence to be thoughtful and critical.
- Good communication skills, working collaboratively and using the reflective process to help others.
- Having emotional self-awareness and awareness of diversity and inclusion within settings.
- Being able to reflect on one's own values and principles to improve professionally, as well as personally.
- Being open and willing to learn from feedback (Flying Start NHS, 2018).

Why is reflective practice important?

According to Loughran (2002), reflective practice is important as it allows practitioners to view things from different perspectives. Loughran also suggests that it allows practitioners to learn and improve from experiences and develop professional knowledge.

Davis and Ryder (2016) add that reflective practice allows practitioners to be able to ensure the best outcomes for children and families and in doing so, supports the development of professional practice and knowledge across the setting.

Johns (2013) suggest that if practitioners did not reflect on their practice, they would not have opportunities to analyse and evaluate their personal and settings performance. Therefore, not allowing practitioners opportunities for improvement and change.



(Source: National Centre for Excellence in the Teaching of Mathematics, no date)

Example 1- Kolb's Model of Reflection

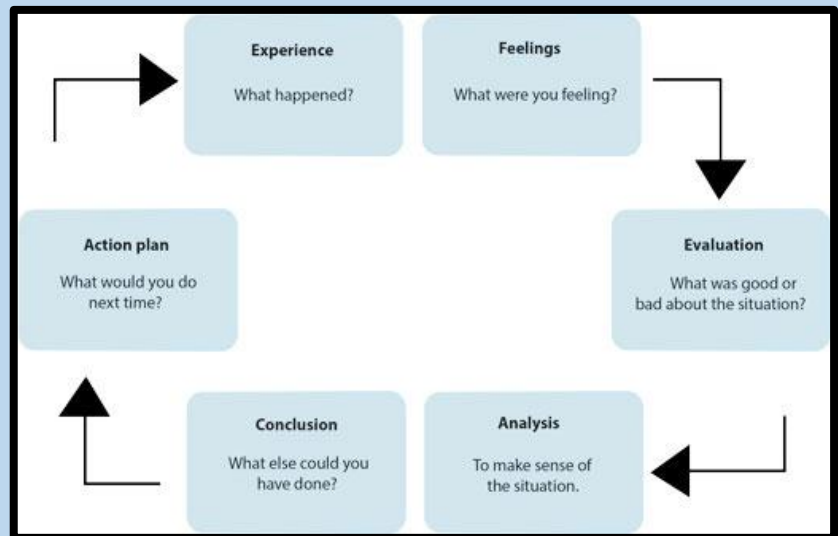
Kolb's model consists of 4 basic stages and is described as an experiential model. It is said to be useful for practitioners in thinking about experiences and evaluating, for example, learning provisions (Kelly, 1997).

Abdulwahed and Nagy (2009) state that Kolb related the model to Piaget's work on developmental stages of children, suggesting that it would be particularly beneficial to early years professionals and practitioners in reflecting critically and effectively on their practice.

Example 2- Gibbs' Model of Reflection

This model is described as an interactive model and has 6 distinctive stages. These are said, according to Boud (1985), to make practitioners aware of all the stages that they go through when experiencing an event and allow practitioners to expand more on the reflective aspect of the cycle.

It can be used to help practitioners reflect after an experience and is said to be useful if practitioners are new to reflection as it is broken down into clear sections (Forrest, 2008).



(Source: The Open University, 2018)

How can reflective practice improve quality of service?

- According to Paige-Smith and Craft (2007), reflective practice can help develop practitioners work progression, as well as creative thinking skills.
- Perry (1997) states that it helps practitioners clarify their aims and objectives of activities and learning opportunities.
- Reflective practice provides practitioners with feedback and evidence for them to improve on (Eikeland and O'Regan, 2015).
- It sets high standards for practitioners and is a good method for quality control within settings (Lindon and Trodd, 2016).
- It ensures that practitioners make use of resources effectively and appropriately (Lindon and Trodd, 2016).
- Reflective practice highlights good practice and gives suggestions for areas for practitioners to develop further (Eikeland and O'Regan, 2015).

Conclusion- To conclude, reflection is an important aspect within practice as it gives practitioners opportunities to look back, analyse and evaluate their own practice in order to improve and maintain quality services for young children. According to Professional Association for Childcare and Early Years (2016), reflective practice is an excellent way to maintain and continually improve the quality of service and through this, be able to meet children's needs, strengthen their self-esteem and be able to provide an appropriate, interactive, enabling environment.

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Element 4 Personal Development Plan

Area for further development (provide further details)	Why?	How?	Who/Where?	When?
1. Knowledge Have a better understanding and knowledge of attachment issues with children within the setting.	As there is a need within my setting to be aware of the attachment needs of children and how to implement needs-led interventions.	Speak to the Special Educational Needs Co-ordinator within the setting about attending an attachment awareness course. Observe a colleague implementing an attachment intervention session.	SENCO to book me onto an Attachment Awareness course within the county, so that I follow the local intervention scheme. Arrange with the setting to observe a colleague when convenient.	Next available course and review in 6 months.
2. Knowledge Expand my knowledge of current phonic and literacy schemes within the setting.	By having more knowledge of current phonic and literacy schemes, it would allow me to have a better understanding to help children within their writing, as well as implementing these schemes within my intervention groups, ensuring that what I am teaching the children correlates with what they are taught in class.	Look at the setting's website for information on the schemes. Observe the teacher within the classroom to have an idea of how they teach these schemes. Attend a literacy scheme course in order to expand my knowledge further.	Speak to the class teacher about the schemes, how they are taught within the classroom and observe them. Arrange to go on the next available literacy scheme course.	Next available course and review in 12 months.
3. Skills Improve planning skills when	Sometimes I do not thoroughly plan intervention sessions due to lack of time,	I will allocate set times within the week to plan for the sessions and take time in the morning	I will do this in the classroom before the children arrive and let the class teacher know that I am	Review in 6 months.

undertaking interventions.	meaning that the sessions can be disorganised. Also, I do not always get the best out of the children within the sessions.	before the sessions begin to sort out which activities I will be undertaking. Also, I will try to plan activities to help the children develop in order to reach their targets.	preparing for an intervention session. Arrange set times with the class teacher to allow me some planning time.	
4. Skills Develop time management skills.	I do not always get to implement all the intervention groups that I run, as I can sometimes lose track of time with a group, meaning that the next group has a shorter session.	I will ensure that I stick to the half an hour slots planned by making myself more aware of the time slots. I could do this by using a timer so that I know when the session must end. Link planning by ensuring that activities are planned and organised to the appropriate time limits. Work with class teacher to set weekly goals and create a weekly planner within the classroom so that we are both aware of each other's timetables.	Work with the class teacher to create a timetable and make them aware of my sessions so that they can monitor my time management. Set weekly goals with the class teacher, that are specific, relevant and achievable.	Review in 6 months.
5. Values Improve communication skills with parents, which is part of my value base.	I feel that I need to review any current methods of communication with parents and consult better with parents when appropriate, in order to try and evaluate and	Familiarise myself with current policies and methods of communication with parents and try to implement them within practice.	Speak to staff about current methods of communication with parents to ensure that they are implemented appropriately.	Review in 6 months.

	improve my current practices.	Observe colleagues communicating with parents appropriately. Also, communicate effectively with staff to ensure that everyone is fully informed about any information or relevant issues. Try to speak to parents regularly to see if they have any issues or have any matters in which they would like to discuss.	Ask Senior Management to provide the setting's Parent Partnership policy to familiarise myself with the relevant policies and procedures.	
6. Values Accountability of children.	I feel that to ensure the accountability of all children is ensured, my professional knowledge and skills need to be up to date in regard to inclusive practice. Also, I feel that to ensure that all children are accountable, I must work more collaboratively with other practitioners.	Try to promote an inclusive approach by working effectively and communicating with other practitioners. Ensure that I take the time to listen to all children and establish positive relationships with them. Ensure that I attend the appropriate training to help promote accountability, such as attending an inclusion course. Also, attend staff meetings regularly to ensure that I work within a team.	Ask the setting to place me on an inclusion course to update my knowledge and values. Speak to the class teacher about attending regular staff meetings so that I am fully informed about policies and procedures regarding inclusion.	Review in 6 months.

7. Other? Having knowledge about Forest Schools and understanding the value of allowing children independence outdoors.	As the setting has recently developed a Forest School, I feel that I get anxious when undertaking activities within that area. Also, I am not always sure how much independence to give the children in order to allow them to explore safely.	Attend a Forest School course to extend my knowledge of Forest Schools, as well as gain an understanding of how much independence to allow the children. Observe a colleague undertaking an activity within the Forest School. Look at risk assessment for the area and discuss with the class teacher so that I understand all of the hazards and possible risks to avoid when undertaking an activity with a group of children myself.	Senior Staff member to book me onto the next available Forest School course. Arrange with the setting to observe a colleague when convenient within the Forest School and discuss the risk assessment.	Next available course and review in 6 months.
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