

Student Number: 1807249

Element 2 Reflective log

Brief description of the activity (no more than 50 words)
I introduce the children to a story of the Three little pigs, to help the children to focused on the number 3, count to number 3 and recognise 3 objects.
Aim/Objective of the activity
The aim of this activity was to introduce and to begin to use the number three. I wanted the children to recognise numbers 0 to 3 to and relate a number 0 to 3 its respective quantity. I also wanted them to realise that anything can be counted, not just objects e.g claps, steps this way is good for children who has auditory and kinaesthetic learning. (Welsh Government, 2015) By the end of the story, I wanted the children to be able to explain what was happening in the story, to be able to recognise some new or familiar words and to be able to count to number 3.
Your role
I wanted to make this activity enjoyable and fun for the children to take part in. I read the story and made the story enjoyable by using props like masks and some puppets. I got the children more involved in the activity so that they would keep focussed and make it about them. I organised fun group activities for the children to have access to the number 3. I needed to visually assess that the children where on task and it give me the opportunity to ask questions at the end so that I could see if they could recognise the number 3. I tried to find ways in which the children would take as much information in as possible, getting them to listen to and join in with a rhymes and songs to help count to 3.
Positive aspects – why?
The positive aspects to this activity are that children should be able to recognise the number 3. They enjoyed using masks and re-enacting the story. I also enjoyed counting how many puffs it takes to knock down blocks with the children which made the counting to 3 more enjoyable then they had to re-build the towers and blow them down again. The children enjoyed interacting with myself and I enjoyed seeing the children enjoying this activity, I made It fun so that they will interact longer in the activity. I feel the children listened well to the story and stayed on task throughout the session. They seemed to interact well with each activity set out for them.
Challenging aspects – why?
I started off with this activity with the whole class but due to some children getting irritable and not engaging in this activity as I would like I decided to split them into small groups. But keeping to the same theme. It's hard to engage all children in activity because every child has a different learning styles

and it is good practice to pick up on these children that learn in different styles. You may be able to place the children in groups of styles that they learn in for example someone with a visual learning style may have preferences for seen or observed things including pictures, diagrams, demonstration, displays, film, and so on.

Someone who is an auditory learning style may have preference for the transfer of information through listening.

Or they could be a kinaesthetic learning where they style has a preference of physical experience for example touching, feeling, holding.

There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style.

What knowledge was demonstrated?

The children demonstrated knowledge about the book. We discussed the animals in the book, counted how many pigs there were and how many houses that they built. They learnt about what materials that the pigs used and discussed which one was strongest. We discussed about the wolf and if he is a mean or a nice wolf and how many puffs it took for the wolf to blow the house down. They were able to relate 0 to 3 to its respected quantity.

What skills were demonstrated?

The skills that was demonstrated in this activity was

- Counting
- Focus on recognising the number 3
- Understanding 3 object
- Looking at different materials

Which values were demonstrated?

The children learned how to take turns and learnt to show respect to others by allowing them to take turns and share. The children showed an ability make choices on which items they would use to count to 3. I showed good communication and engagement with the children which is key to establishing trust and making sure that information was shared correctly about the activity. It was important for them to know how to listen and seek support. I supported the children to transition from one activity to another so that they understood what was happening next, as this could have had a big effect on their behaviour and well-being if it was not explained to the children probably. This is even more important for children with ALN.

What could have been done differently? Why?

I would carry out this activity in smaller groups so that the children will have a better opportunity to interact a lot better. This will help the quieter children have more confidence to speak and interact more with their friends and myself. Having smaller groups could have given me more opportunities to ask questions and to assess the children more effectively. This could really help children with ALN to be more confident to speak in a smaller group and take part in this activity without being overwhelmed with too many children.

What is reflection?

The term 'reflective practice' is used to describe the way in which practitioners evaluate their own work and look at ways they can improve what they are doing.

(John, ch 2013: p1) says that reflection is a learning journey of becoming a reflective practitioner. He explains that someone who is reflective moment to moment, is learning through everyday experiences towards 'realising their vision of desirable practice as a lived reality.'

Why is Reflection important?

As early years practitioners we have a lot of areas to consider for example

- Initiative
- Developments
- Policies and practices must be thought about
- Tested
- Considered and delivered in practice

Without Reflection in the practice we are left with functional mechanism to improve knowledge to consider new initiatives, define and refine practice and respond to change

The experts on reflection

Moon (2008) sees reflection as a set abilities and skills and developing ways to take critical stance.

Brookfield (1995) suggest that learners are reflecting when they offer analysis about personal experiences

Schon (1983) speaks of reflective practitioners who are thoughtful and contemplative and use intuition, insight and artistry.

Barriers of reflective practice you could face with other practitioners.

- It's a practical job - not deep thought
- Other people tell you what to do.
- Everything is fine, so why rock the boat
- I've been doing this for years
- Anxiety about being criticised
- Underdeveloped thinking skills

Reflection

How do you reflect on your practice?

The importance of reviewing own practice as part of being an effective practitioner is vital: using frequent, ongoing assessment. Analysis of own practice will give the practitioner a clear picture into not only how they are doing something, but why. It is an important part of professional development to be able to question whether you are doing something to the best of your ability.

Reflecting on experiences can help people to consciously think how they can do better next time. As it is a cycle or loop, it is a continuous process. It helps the practitioner to learn more about how they teach and how the children learn. It can also allow opportunity for the child to become part of their own learning. What went well? How could this be better next time? How does your learner learn? Visually, aurally, or kinaesthetically?

One way of reflecting within a practice would be to use the Six Thinking Hats (6TH), which was developed by Edward de Bono. His work is now widely used in education and business. Each hat is a different colour, and represents a different type of thinking which can be used to reflect effectively. It's also important that everyone within the practice thinks the same way at the same time – so avoiding futile positive versus negative conflict.

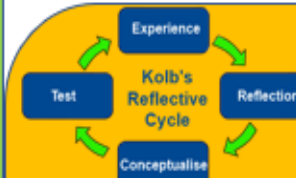


The importance of reflective practice in improving the quality of service.

Settings that work well are normally effective and are usually dynamic and changing environments. This is because children and their families will arrive with different needs, expectations and interests. Also that staff will be developing as they update their knowledge and skills.

Having ongoing assessment and reflection in our own work and that of our colleagues allows us the opportunity to improve and let us share in our views and experience.

Finding and using learning opportunities such as coaching or formal courses is a way of keeping informed of any new ideas or strategies which can be used within our own practice.



This Photo by Unknown Author is licensed under [CC BY-SA-NC](#)



This Photo by Unknown Author is licensed under [CC BY-NC](#)

Gibbs – Reflective Cycle model (1988) The Gibbs' reflective cycle, inspired partly by Kolb's learning cycle, enables us to effectively reflect on incidents and occurrences, be it daily or occasionally, and learn from them. Gibbs' reflective cycle encourages you to think systematically about the phases of an experience or activity, and you should use all the headings to structure your reflection.

Kolb's experiential learning theory works on two levels: a four-stage cycle of learning and four separate learning styles. Much of Kolb's theory is concerned with the learner's internal cognitive processes. The Kolb Cycle was developed to enable educators to review their own teaching to promote continuous development. The Gibbs Cycle was created a few years later and is basically an expanded, more detailed version of the Kolb Cycle.

Mudiad Meithrin is a voluntary organisation that provides welsh-medium early years care and education in the voluntary sector. Their aim is to give every child in Wales the opportunity to benefit from early years care and education experiences through the medium of welsh. The range of service Mudiad Meithrin offers is a welsh-medium provision called 'Cylch Meithrin' this is where children from the age of 2years will be left in the care of qualified staff to get them used to being in a school environment. Children from all background are welcomed in to the provision, whatever the needs.

Mudiad Meithrin offers a scheme called 'Safonau Serennog' this new quality scheme has replaced the previous quality scheme called 'Y Cylch Rhagorol'. The Cylch Rhagorol was formed a few years ago since the sector and standards within Cylchoedd Meithrin had moved forward significantly. Development in the work and standards of CIW, Estyn and new Schemes such as Flying start have also changed expectations in the context of cylchoed Meithrin. Mudiad Meithrin places a big importance on the quality of service that each separate Cylch Provides. They want each provider to offer the highest of standards to all involved.

The purpose of the 'Safonau Serennog' scheme is to set aims and achievable goals that all cylchoedd meithrin can work towards. The scheme offers a structure to enable committees and staff to evaluate their service objectively. A high-quality service involves many different elements, but the child forms the basis for everything, e.g. The Children's Wellbeing, Learning Experiences, Care and Development, Leadership and Management, The Teaching and Assessing, The Environment, The Welsh language

Bronze star

The requirement to achieve bronze Star is therefore effectively adheres to Mudiad Meithrin's Welsh-language policy.

Silver Star

The Silver Star standard is the second quality standard. This is awarded to cylchoedd that have shown excellence above and beyond the expectations for the Bronze Star standard. In order to confirm adherence to these standards, the cylch meithrin will be required to present a portfolio to Mudiad Meithrin that will be reviewed by the quality panel. This will ensure consistency and recognition of standard on an all-Wales basis. Every cylch that receives the Silver Star Standard will be recognised as a cylch that provides a service of a very high standard.

Gold Star

The Gold Star Standard is the third quality standard, the highest. This is awarded to cylchoedd that have shown the highest possible quality standard which go above and beyond the requirements for the Bronze and Silver Star Standards. A Gold Star Standard cylch will show innovation in the service that it offers, and is recognised as a care and education provider of the highest possible standar. The Gold Star Standard cylchoedd will be used by Mudiad Meithrin as examples of excellence and good practice, and that in itself will carry a special and unique prestige.



Early years wales has introduce a quality for all (QfA) assurance scheme

This scheme set's the standards and more than minimum standards. It gives childcare providers the opportunity to give recognition for all investments and contribution that they and staff make to childcare service.

QfA can help you show how achieving, maintaining and improving the quality of care for the children in your setting is your constant aim and priority. This links to Care Inspectorate Wales' (CIW) regulatory requirements and the demands made on you by other regulators and local authorities.,

Both of these schemes are very similar they give a high quality standards so you can achieve the best childcare. They both help you to reflect on your practice and help change it for the better giving you goals to achieve. Mudiad Meithrin gold star scheme is done all in Welsh where as Early years Wales is bilingual .



shutterstock · 129391730

Element 4 Personal Development Plan

Area for further development (provide further details)	Why?	How?	Who/Where?	When?
1. Knowledge Autism Course	To further understanding how to help the children with autism in my care.	Look at course that NAS Swansea or Neath run. See if information services run a course through work. But for more in-depth course check out collages or university.	https://www.autism.org.uk/professionals/training-consultancy/online.aspx https://www.facebook.com/hiveAlliance/ https://www.swansea.gov.uk/fistraining	September 2020
2. Knowledge Referencing	To be able to reference my university course work correctly	To book into the student service in the IQ building to get extra support on referencing. Having a session with Remtex o get training on the soft where that they have put on the laptop for my self this will help with referencing	IQ building at university Swansea for study skill session Monday 2 - 4pm Wednesday 12 - 2pm Thursday 3 - 5pm Friday 12 – 2pm And also the link to the study skills sessions across UWTSD are found at https://www.uwtsd.ac.uk/study-skills/ Stuart from Remtex will be coming out and show myself how to use soft that has been put onto my laptop that they have put on to help myself with referencing, spelling and a lot more. This software is Dragon, Read & Write, Mind View, Sonocent auto & Global Autocorrect.	I have booked in waiting for a reply and time see someone from student service. Dates 25 th & 26 th June 2019
2. Skills	To help with the running of the Cylch	By visiting another Cylch to see how they	Visiting other Cylchoedd in Swansea, Neath or Carmarthen. It is good practice to visit Cylchoedd	Spring term 2019

Planning	and the children learning	organise and set out their planning. This will help by talking to the leader in charge of other Cylch and see how they deal with the planning and look through planning files.	that have gold star awards and to see how they have reflected on their practice to achieve that gold star award.	
4. Skills Organisation	To be more organised within work and at home	By shadowing a colleague and asking to advise with storing paperwork and adhering to GDPR rules and regulation.	Colleague in work and an evening at home	Autumn term 2019
5. Values Perseverance	To see a job through to the end.	I would like to be able to persevere at activities in order for me to be able to see a task through to the end.	I have employed a personal fitness coach who is teaching me skills of doing tasks even when I want to give up. I am also going to write more tick lists and make sure that I complete the task and tick it off	Summer 2019
6. Values Mindfulness	This will help myself to understand and support children emotional and physical wellbeing. I will learn the best way to deal with children negative feeling, stress, anxiety in myself.	By attending a course with staff	This course is through https://www.swansea.gov.uk/fistraining it's a free course through work.	This course will be on 25 th September 2019 but can't book on till July 2019

Reference list

Big How (2018) *Differences Between Gibbs and Kolb Cycles*. Available at:

www.bighow.org/1356380DifferencesBetweenGibbsandKolbCycles.html (Accessed: 10th June 2019)

Christopher Johns 2013; With Contributions From Sally Burnie, Simon Lee, Susan Brooks, Jill Jarvis And Others. Pages: 338 Size: 5.34 MB Format: PDF Publisher: Wiley-Blackwell

Curriculum for Wales (2015) *Foundation Phase Framework* Available at: <https://gweddill.gov.wales/docs/dcells/publications/150803-fp-framework-en.pdf> (Accessed: 15th June 2019)

CWDC (2010) *Children's Workforce Development Council (sheet)* Available: www.cwdcouncil.org.uk/coomon-core (Accessed: 15th June 2019)

Early Years Wales (2018) *QfA Quality for all*. Available at: <https://earlyyears.wales/wp-content/uploads/2017/10/QfA-Factsheet-2019.pdf> (Accessed:15th June 2019)

Early Years Wales (2018) *About us*. Available at: <https://earlyyears.wales/about-us/> (Accessed: 15th June 2019)

Family Information service (2019) *Training Programme* Available at: <https://www.swansea.gov.uk/fistraining> (Accessed: 6th June 2019)

Finlay, L (2008) *Reflecting on 'Reflective practice'* Available at:

[https://www.open.ac.uk/opencetl/sites/www.open.ac.uk.opencetl/files/files/ecms/web-content/Finlay-\(2008\)-Reflecting-on-reflective-practice-PBPL-paper-52.pdf](https://www.open.ac.uk/opencetl/sites/www.open.ac.uk.opencetl/files/files/ecms/web-content/Finlay-(2008)-Reflecting-on-reflective-practice-PBPL-paper-52.pdf) (Accessed:13th June 2019)

Linder, J. and Trodd, L. (2016) *Reflective Practice and Early Years Professionalism 3rd Edition*. Uk ed: Hodder Education

McLeod, S. A. (2017). *Kolb - learning styles*. Available at: www.simplypsychology.org/learning-kolb.html (Accessed:10th June 2019)

MERLOT Journal of Online Learning and Teaching (2011) *Expression and Connection: The Integration of the Reflective Learning Process*

and the Public Writing Process into Social Network Sites Available at: http://jolt.merlot.org/vol7no1/park_0311.htm (Accessed: 10th June 2019)

Mudiad Meithrin (No Date) *Gold Star Standard (Inspection)* Available at: <https://intranet.meithrin.co.uk/gold-star/> (Accessed: 10th June 2019)

Mudiad Meithrin (no date) *Silver Star Standard (Portfolio)* Available at: <https://intranet.meithrin.co.uk/silver-star/> (Accessed: 10th June 2019)

Mudiad Meithrin (no date) *Bronze Star Standard (Self-Assessment)* Available at: <https://intranet.meithrin.co.uk/bronze-star/> (Accessed: 10th June 2019)

Mudiad Meithrin (no date) *About Us* Available at: <https://www.meithrin.cymru/about-us/> (Accessed: 10th June 2019)

National autistic Society, (no date) *online training* available at: <https://www.autism.org.uk/professionals/training-consultancy/online.aspx> (Accessed: 6th June 2019)

Oxford Brookes University (2019) *Reflective writing: About Gibbs reflective cycle* Available at: <https://www.brookes.ac.uk/students/upgrade/study-skills/reflective-writing-gibbs/> (Accessed: 11th June 2019)

Reed, M. and Canning, N. (2010) *Reflective Practice in the Early Years*. London: SAGE Publications Ltd.

Rumson, R. (2008) 'GIBBS REFLECTIVE CYCLE MODEL (1988)', *Ruby Rumson today* [blog]. 5th June. Available at: <https://www.eln.io/blog/gibbs-reflective-cycle-model-1988> (Accessed: 15th June 2019)

Tassoni, P. et al. (2010) *Children & Young People's Workforce*, Essex: Heineman

The Management Centre (No Date) *Six Thinking Hat* Available at: <https://www.managementcentre.co.uk/six-thinking-hats/> (Accessed: 10th June 2019)

The High Alliance (2018) [Facebook] 3rd December. Available at: <https://www.facebook.com/hiveAlliance/> (Accessed: 6th June 2019)

University of Wales Trinity St Davids (2019) *Study Skills Support* Available at: <https://www.uwtsd.ac.uk/study-skills/> (Accessed 7th June 2019)

V Chislett MSc & A Chapman (2005) Available at: www.businessballs.com (Accessed: 11th June 2019)