

Reflection happens all the time and should always have a purpose. According to Bolton and Delderfield (2018) 'reflective practice is a state of mind, an ongoing attitude to life and work', in their book they discuss how reflective practice is something that is ongoing, and practitioners can learn from experiences. Being able to reflect gives practitioners a good key element in employability, as they will be able to see where they are in their own practice and reflect on what it is that needs changing improving their quality of work. Everybody within their setting should always be reflecting to get feedback to better practice. Having good knowledge, skills and values helps practitioners plan effectively and be able to recognise who need additional support.

In an article by Vennier et al (2012), they discuss the difference between micro and macro, micro happens within the setting whereas macro is used by the government and different curriculums and registrations. In a book written by Dobson and Melrose (2020) they discuss how the theorist Schön identified two types of reflective practice: reflection in action and reflection on action. Reflection in action normally happens during an activity it is something a practitioner would do without thinking about it, for example, if a practitioner was undertaking a storytelling activity and a child interrupted to ask something, the practitioner might stop to answer the child and feed their imagination rather than leaving the child's question unanswered, this would be reflecting in action as it is something that happens in the moment. Whereas reflecting on action tends to mean reflecting on a deeper level, it gives practitioners an opportunity to look back at practice to gain a better depth of understanding for example did they do that correctly, could they have done something differently. According to Bolton and Delderfield (2018) Schön describes reflecting on action as 'swampy lowlands', where sometimes in practice we cannot see the bigger picture and when reflective practice takes place it removes us from the swamp taking us to higher ground where we have a clearer understanding, it gives practitioners an opportunity to see what they did or did not do well. However, there are limitations to this for example reflecting on action takes more time and it can be difficult to find the time to do so.

In an Article by Carol Rodgers (2002) it discusses how Dewey viewed reflection as a meaning making process it describes how Dewey identifies three characteristics of people who are

reflective as; open minded, responsible, and wholehearted, and when reflection is guided by these characteristics it stands a better chance of widening one's field of knowledge and awareness. It is about trying and having wholeheartedness with the mindset of, if you are going to do it, do it properly. In a YouTube video by TEDx Talks, (2015) Graham shaw asks individuals if they can draw, they all believe that they cannot, however when Graham breaks each stage of the drawing down for them and talks them through it, they realise that they can actually do the cartoon drawing , they just needed to have an open and creative mindset, Graham discusses how, challenging your believes can help you succeed. Dewey's views are similar in that for example it is important for practitioners to think creatively and be openminded, because if a practitioner believed they could not do something this would give off a bad impression on the children for example the child will think, "if an adult cannot do it, I will not be able to either", but if the adult challenges themselves and show the children that you can do it, they will believe this and model the adult improving their development.

There are different reflective Models that can be used when reflecting, when looking at these models they all follow several steps taken to improve practise.

David Kolb has 4 steps in his model, According to a video by Cheryl Reynolds (2013) Kolb's 4 steps are, A concrete experience- this is the doing stage where an experience or activity happens, then he has a reflective observation- this is where the thinking stage happens and discussions are had, abstract conceptualization stage- a conclusion is usually thought of here and lastly the active experimentation stage, it is here that adapting happens. This is called Kolb's reflective cycle and it is taken from his initial real-life scenario of experiential learning. Kolb focuses on repetition to improve; he will go back to the beginning of the model and re do the steps to see if anything else can be done to better outcomes. Kolb's Model is better and more suited if you were to reflect on your own, it allows practitioners to reflect in more depth as there are many stages, however this model would only be used on action as you would need time to properly look back at it and reflect.

Another model used when reflecting is Graham Gibbs. Gibbs has an additional 2 steps to Kolb's and that is because Gibbs puts the Analysis separate as he looks at it in more depth. It is important that reflective practice has depth and layers and that you look at it with a

critical lens. In a video by Mister Simplify (2020) it looks at Gibbs's 6 stage, his first stage is description- this is where the practitioner will explain what happened in detail for example what did the practitioner do or did not do, were there other people involved. Then comes the feelings stage, This is where Gibbs's model is different to others as he includes a feeling stage it is here that we ask how the person was feeling before, during and after the situation, and practitioners should try to better how they feel for the next time, then there is the evaluation stage where practitioners start looking objectively at a situation to see what worked well and what needs adapting, which leads us onto the analysing stage where reflections will be made on what went well and badly and why the experience was positive or negative. Then there is the Conclusion it is here that we consider what changes can improve the outcome before lastly entering the final stage where an action plan will be made on what to do next. You would not use this model in action as you would not have the time to complete all 6 stages however it does allow practitioners to reflect in more depth. This Model would be good for someone less experienced as they'll be able to follow more steps giving them more guidance and better understanding.

Importance of reflective practice

According to an article by Jan fook (2015) Reflective practice is a way of improving practice. Initially reflective practice came from the work of Donald Schön. Practitioners would use reflective practice to reflect on what they did or did not do well and would then think of a way of improving practice for the next time. Practitioners reflect all the time in everyday life but reflecting in practice needs to have a purpose as it is important to reflect to better practice.

In a YouTube clip by ECA learning hub (2012), Ann Kennedy and Michelle Guser discuss what it means to self-assess and reflect with the early years sector. Michelle looks at self-assessment as a way of reflecting and thinking of all aspects of practice and engaging with all sorts of people in order to do what's best for the child, that could be engaging with parents, teachers, educators, children and so on in order to give that child the best possible care. Practitioners should put the child's needs first, according to Bronfenbrenner's ecological system theory, the child's needs should always be in the middle with everyone else working around that child and their needs. Children should be respected and provided with choices for example they should choose if they want to nap or not.

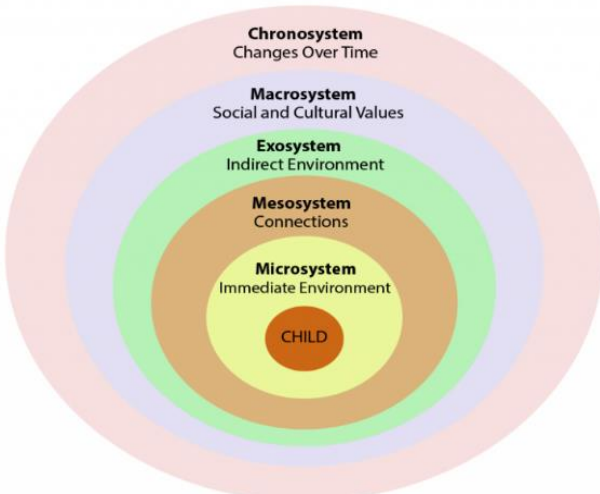
According to the video reflective practice helps practitioners with

- Confidence
- Vision
- Aims
- Leadership skills
- A chance to learn from mistakes

For more information on this please go to the website
<https://www.youtube.com/watch?v=IU65AjcHVjg>

A. <https://www.psychologynotesHQ.com/bronfenbrenner-ecological-theory/>

Bronfenbrenner's Ecological Systems Theory



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According to an article by John Kamal, (2020), he states that John Dewey connected learning to the reflection of experience—not just having experience. However, although teachers know the importance of reflecting, it can be difficult to fit into their busy schedules. John Kamal discusses how teachers who do find the time to reflect see huge benefits and it is something teachers should find the time to do as it doesn't have to be a huge task you can make it easier by making quick notes from each class, for example, what went well?, where should the class pick up from next time? Who need additional support? Making these small notes will keep you consistent and then reflecting will be an easier task, John suggests reflecting in practice by doing.

- Weekly planners
- Taking voice memos
- Having student feedback
- Making use of two-way peer observation- having a colleague observe helps you have a more detailed reflection.

According to An Article by Venniener et al (2015) their study shows that reflection is an important tool in recognising changing pedagogical practice, so in order for a practitioners to change practice for the better they need to be able to reflect on what has been done previously. According to the article it is important to reflect to share experiences, establish interpretations and question different opinions.

Although reflective practice can be done on your own it can be good to reflect with others to have different views and opinions. According to the article it can be difficult to trust others and practitioners may not want to share their thoughts and opinions as they worry that they may be judged and disagreed with, this can be a big limitation when reflecting because as John Kamal's article states that when practitioners worked together they will be able to share and observations ideas with each other producing more detailed reflections.

How to reflect?

According to an article by Tosriadi, Abdul Asib, Sri Marmanto (2018). In a study aimed at reviewing some reflective practice tools used by teachers to improve practice, the teachers said that they reflected by using.

Teaching journal, peer observation, student feedback, action research, audio/video recording.

The teachers thought writing a journal and keeping a diary helped them to reflect as they could use them to look back on and reflect on what they believe worked well or didn't work at all. The teachers involved in the study stated that by having the kids observe it helped them overcome classroom problems as the children's reactions told them if the activity was effective. It wasn't a way to judge but an opportunity to work together to better practice.

Limitations - However, during the study, the teachers found that there were some limitations for example, lack of training and support from their institution and having a heavy workload meant struggling to find the time to reflect.

How to overcome the limitations – In order to overcome the limitations, there are a few things that can be done.

- Reflect in action, this means you can reflect while teaching the children.
- Reflect with another member of staff so that you can carry on with your lesson but still have feedback on how you have done.
- Record the lesson or write a diary to reflect on when you have the time to do so.

Reflective models have several stages and tend to follow the same timeline (as seen below). Hargreaves and Page suggest that their 4 categories to reflection consist of looking back over before moving on, this allows practitioners to look over past experiences before acting and applying it to future practice.

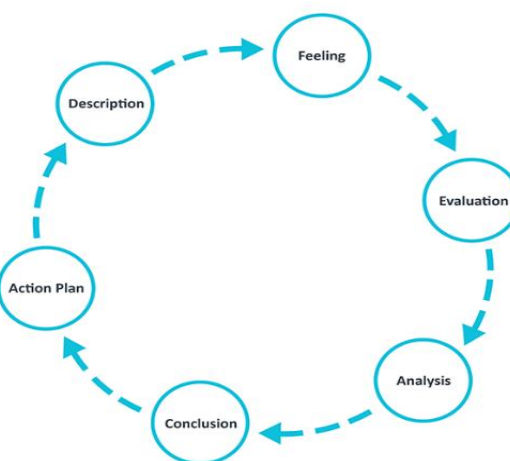


Image C -
<https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle>

Gibb's reflective model would be a good model to use if you are unsure on how to reflect, or if you are lacking knowledge for example with the new welsh curriculum, if you're used to the foundation phase, Gibb's model will be good as it is a more detailed approach allowing you to familiarise yourself with the new curriculum. For more details on the new welsh curriculum and to get up to speed with the new changes you could get more information at-
<https://hwb.gov.wales/curriculum-for-wales/introduction/>

The Reflective Timeline – All reflection has a timeline to it. Which is likely to fall into 4 categories.

In the Moment → Looking back → Looking again → moving on

Here is Gibb's reflective model. To reflect you would follow the 6 stages that Gibb's model shows they are.

Stage 1- Description, this is where you describe what happened in depth.

Stage 2- Feeling, you should consider any feelings or thoughts that you had during the activity here and think about how it may have impacted the experience.

Stage 3- Evolution, Here you can consider what went well or didn't go well and see what worked or didn't work, you should try and be as honest as possible here to get the most out of the reflective process.

Stage 4- Analysis, it is here that you can focus on what really happened looking at the meaning of it rather than the details, you should be asking yourself why things went the way they did here.

Stage 5- Conclusion, this is where you need to summaries and conclude on what it is you could do to improve the outcome in the future.

Stage 6- Action plan, this is the last stage and where you would plan what you would do differently in the future, you should also consider how you'll make sure that this happens for example maybe think about what skills you'll need in order to complete the action plan your taking, it could be to observe someone with more knowledge in order to gain the confidence and experience to do it yourself.

Reflective Log

Disgrifiad byr o'r gweithgaredd (dim mwy na 50 o eiriau) <i>Brief description of the activity (no more than 50 words)</i>	
Storytelling activity with the book - going on a bear hunt, with 6 children aged 4-5 years old, in a classroom of a primary school.	
Nod/Amcan y gweithgaredd	<i>Aim/Objective of the activity</i>
The Aim of the activity is to promote children's communication skills, by advancing their reading, expanding their imagination, and helping them understand their emotions. According to the Gov.uk website (2017), practitioners are asked to familiarise themselves with these skills by the government's framework for the early year's foundation stage.	
Eich rôl chi	<i>Your role</i>
During the Activity, I was leading the children, reading the Story to them, and asking them questions. I pre planned what story I was going to read to the children and decided on the questions I was going to ask them after.	
Agweddau cadarnhaol – pam? Sut gellid datblygu'r rhain ymhellach? <i>Positive aspects – why? How could these be developed further?</i>	
A positive aspect of the activity was that the children enjoyed listening and engaging with the story, this is because I choose a book that I was familiar with and knew the majority of the words to off by heart allowing me to use hand gestures and facial expressions in order to interact with the children as much as possible. By doing this it also allowed me to lift my head from the book and observe how the children were feeling giving me an opportunity to vary my tone of voice if I noticed the children were losing interest. Another positive aspect was good communication skills as I had a good understanding of the group of children as I have previously worked with them and had the knowledge of knowing at what level their communication skills were at meaning I could chose a book I felt suited them, I also had the experience of knowing what books they had previously listened to allowing me to choose a different story to keep them engaged. An aspect that is linked to good communication is pre planning, as I had prepared what questions the children were going to be asked it helped me communicate with the children and made the children want to listen to the story in order to get the information needed to answer the questions at the end.	
Agweddau heriol – pam? Cysylltwch a'ch arfer eich hunan.	<i>Challenging aspects – why? Link to your own practice.</i>
However there were some challenging aspects for example although I was using facial expressions and hand gestures which kept the children engaged the majority of the time, there were points where the children wanted to see the pictures inside the book and were trying to get hold of the pages to see, this was distracting and challenging, reflecting back perhaps I should have turned the book to face the children in order for them to see the pages as I was familiar with the words and could have still read the book without looking at it. Another challenging aspect was that the weather was not great, it was raining during the activity, meaning that we could not go outside to read the book as I had originally planned, and so the children had to sit on the carpet instead, resulting in them fidgeting and getting distracted.	

Pa wybodaeth wnaethoch chi arddangos? <i>What knowledge did you demonstrate?</i> I demonstrated a good knowledge of storytelling skills, I used a loud and clear voice varying my pitch and really communicated the emotions of the characters, I believe I gained knowledge on how to do this when I did my storytelling module in university, this allowed me to use my knowledge from the module on how to be a good storyteller and use it during my activity. I also had some knowledge as I had previously watched a practitioner during one of their storytelling activities in my setting and have also attended a number of mother and toddler groups with my niece allowing me to see what the children react well too and what works in keeping them engaged helping me to apply this to my own session.
Pa sgiliau wnaethoch chi arddangos? <i>What skills did you demonstrate?</i> I demonstrated good communication skills during my activity. From a young age I have performed and acted and so I had the experience to get into character and use this skill to my advantage. I also used my creative thinking skills when reading the story, I had to think of gestures I could use to tell the story with my hands and think of ways to widen the children's imaginations, I also used this when discussing the children's answers to my questions, I had to think on the spot giving the child a fresh perspectives and different ideas.
Pa werthoedd wnaethoch chi arddangos? <i>Which values did you demonstrate?</i> I made sure to demonstrate good values by including everybody, I did this by allowing every child to answer the questions and making sure each child had an opportunity to voice what their opinion was on the story. I also listened to the children, for example when one of the children interrupted to ask a question, rather than ignoring them I stopped reading in order to feed their curiosity and make sure that they felt their opinion was valued and respected. I also made sure that there were no judgments by making sure that they felt that no opinion was wrong and that they all had a right to their own opinion even if it was different to the other children.
Beth allai cael ei wneud yn wahanol yn y dyfodol? Pam? <i>What could be done differently in future? Why?</i> In the future I would better the activity by getting the children more involved by allowing them to move around the classroom I might also including costumes to make the activity more exciting, If the weather is good I would like to take the children outside and tell the story there, meaning the children can use their imagination as if they were actually going on a bear hunt. However, if the weather is not good enough, I would allow the children to see the pictures for them to connect the images with the story and to hopefully keep them from being disruptive.

Personal Development Plan.

Area for further development (provide further details)	Why?	How?	Who/Where?	When?
Update First Aid Course	My Previous qualification needs updating, as it expires in September 2021 and It is a requirement from my work agency that I have one before going out to work on a school setting.	To do this, I would participate in an - Online First Aid Annual Refresher Training course. The price for this is normally around £200 however this will be covered by my workplace as it is a reequipment and something they cover under their policy. This will help my personal development as it is required for me to have this skill and having the certificate will give others confidence in my ability to care for children.	It will be an online course lead by a leading Awarding Body from the saves lives at work website (link below) - https://www.savelivesatwork.co.uk/training-courses/online-first-aid-annual-refresher-training	I will be hoping to complete this by October 2021, and it will take me a day to complete.
Do a BSL (British sign Language) course	I would like to complete and be awarded a BSL qualification as I believe it will give me a big advantage when going for vacancies in the future. I also want to help deaf children with the best education I possibly can and being able to communicate effectively with them will give them more equal opportunities.	I will do this by completing a BSL Diploma online. I will have 18 modules to complete with exams and then if successful I will receive my certificate, then allowing me to move onto a Level 1 Award. This will cost me £100 that I will be funding myself. This will help my personal development as being able to sign will help me communicate with all children and adults, meaning that ill be removing a barrier that may be in place.	I will be participating in an online course by New Skills Academy – https://newskillsacademy.co.uk/course/british-sign-language-certificate/?ref=8	The whole course is 2.5 hours which you have lifetime access to, however I personally wish to complete this course by the end of the year.
Update Coaching course	I have a coaching course which allows me to teach sports to young children, however it needs updating as it expires in October 2021.	My previous course was done through the FAW (Football Leaders Awards) I coach for my local football team and was put forward to do the course by them. This would normally cost £75 however as I am a member of my local football team and do coaching for them, they will be funding the course.	The Course will be done by one of the FAW Leaders and will be completed at my local football club in Aberystwyth. https://www.fawcourses.com/courses#foundation-awards	The Duration of the course is 8 hours and it will be done in one day, starting at 9:00am and finishing at 5:00pm. I will be hoping to complete this award by the

		This will help my personal development as it is an extra skill that I will have over others and coaching is something I feel passionate about		end of 2021, depending on what dates the course offers.
Shadow someone with good communication skills with parents.	One of my biggest struggles when working with children, is communicating well with parents. By shadowing someone who communicates well, hopefully I will learn new skills and have better communication with parents.	I will observe from a distance and hopefully communicate better with some guidance. This will help my personal development as shadowing someone else will give me the confidence to communicate well, and communication is vital when working in a school setting to do what is best for the children.	This will be done in my local school setting, where I will ask my team leader for some guidance and someone to shadow.	This can be done at any time. I will be looking at doing this as soon as possible.
Shadow someone in the role I wish to do when I graduate.	When I graduate, I would love to be working as a presenter for children, this could entail - coaching them in dancing or just keeping them relatively active, reading stories or acting out stories for them.	This is not something I have done before, Shadowing someone in this role would gain me knowledge and experience. This will help my personal development as I will gain experience and will have an opportunity to try it out and see if this role is something I wish to do when I graduate.	I will be looking for work experience locally, as I would need to be able to get to the location and will not be able to afford to travel far. I would need to find a local company who would be willing to offer me some work experience.	This is Something that I am looking to complete by the time I graduate, which gives me until the summer of 2022.
Travel and gain experiences.	I believe that knowledge and different experiences can benefit you greatly in different roles. I am looking to travel and learn about the different kinds of education children receive around the world and see what works well in different schools.	I took a gap year before coming to University, which gave me an opportunity to save money and I have carried on doing so since. I will be using this money to travel whilst also working in different schools for a certain time. This will help my personal development as I will have experiences that not many other people may have and I will be able to see and reflect on what works well enabling me to apply this to my own practice.	I will be planning on seeing many different settings around the world.	I am aiming to go traveling as soon as I graduate in 2022, however with current situations (COVID) this is something that I will have to wait and see when it is possible.

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