

Reflections on Early Years Practice

Element 2 Reflective log

Brief description of the activity (no more than 50 words)
In pairs, the children aged 5-6 had to retell one part of the nativity that they had already listened to. They had to write about three sentences and draw a picture to accompany them. They also had to demonstrate that they understood what happened in that part of the nativity.
Aim/Objective of the activity
The aims are: To retell a story Able to use a capital letter and full stop - form upper- and lower-case letters that are usually clearly shaped and correctly orientated Talk about what they are going to write Write words, phrases and simple sentences and read back own attempts. (Foundation Phase, 2015)
Your role
I took two children at a time and talked them through the writing they would be doing. I also talked to them about the part of the nativity they had just learnt about and how they might put it into their own words. I helped them to write at least three sentences and spell the words they used so that their writing made sense.
Positive aspects – why?
The children understood the part of the nativity they were writing about as they were engaged when being told it on the carpet. Then they could re-call the story before they started writing it down. All children finished the work in the time allocated to do it. The children did enjoy the drawing aspect of the activity as they liked drawing and they find a good way to show what they know about the nativity. It help show how engaged they were while listening on the carpet.
Challenging aspects – why?
The children were fidgety because it was close to the end of term. They could also just want to play as their classmates may have been playing at the same time. They may not have been listening carefully as they could have been distracted by something else going on in the classroom such as painting and playing.
What knowledge was demonstrated?
Knowledge that was shown: Spelling – As they were spelling words they knew and tried spelling words that they were put into the story. Writing – They used this piece of knowledge as it was the activity that I was doing and it something they had done before. Storytelling - This is something they do a lot of the time when doing writing and they just have to retell the story. They do this a lot in their lesson as it is something they need to know. Fine motor skills – This was use when they were writing as they use the tripod grasp. They used this grasp a lot for writing in school.
What skills were demonstrated?
Skills that may have been demonstrated was: Listening – This skill was used when they were on the carpet listening to the story being told and then following the instructions of what they were going to do. Also listening to me so I could help them with their work.

Literacy – This demonstrated in the work they did as they used all aspects of it. They did oracy when they told me what they were going to write. Also reading the part of the nativity they have to retell and then writing it down.

Which values were demonstrated?

Values that were used are:

Patience- I had to have patience with the children were doing the work and they had to wait for to finish working with other children. Also, when they were doing their drawings to go with the writing.

Kindness- This was used so the children didn't feel scared and felt safe working with me.

Turn taking – They had to take turns with the colouring pencils when they coloured in their drawings. Also take turns doing the work.

Turn talking – They had done this so they didn't talk each other and I could hear when they were talking to me.

What could have been done differently? Why?

When doing this I could have ask one child to draw while one child did the writing as then I could work with the child doing the writing a little easier as I would just have to speak to the one child about what they were going to write. Also help them with spelling and their grammar.

I could tell the children the story in a different way instead of just reading it to them. I could show them a video or they could have acted it out or present it a way they may remember it better. To find the best way is to do a learning style questionnaire like the VAK and VARK ones. These are websites for them http://www2.amk.fi/mater/kauppa_ja_talous/demand_forecasting/vak.php and <http://vark-learn.com/the-vark-questionnaire/>. The different learning styles are Visual, Auditory and Kinaesthetic.

Another thing I could have done differently is have picture cards of the nativity to use. I could have taken the children aside and asked them to put the cards in order of how the story went. Once they had it in the right order, they could have used what they did to write it down in their books. It would give them a different way of trying to remember the part of the nativity that they have been told.

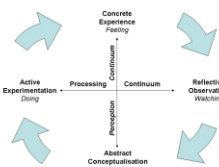
We could have used a different form of writing up the part of the nativity. We could do a story map or maybe do a type of script of what they might have said in the part they are writing. This helps them understand different style of writing. They could have also acted out parts and taken picture of them doing and then add writing to the pictures.

Element 3

What is reflection?

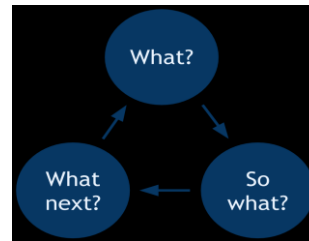
Reflection is said to occur when an individual considers their past experiences, actions, feelings and responses and then interprets or analyses them in an effort to learn from them (Atkins and Murphy, 1994; Boud *et al.*, 1994 cited in The Open University, 2013). This process is usually achieved by asking questions about what the individual did, how they did it and what they have learned from doing it.

Kolb's Learning Cycle



Kolb's learning cycle is an experiential learning cycle consisting of four stages. The first stage is having a concrete experience which will then be followed by the second stage which is the observation of and reflection on the experience that had happened. The third stage of the cycle is the formation of abstract concepts which is analysing and the generalisations. The last stage is then used to test the hypothesis in future situations which could end result in a new experience. (Brown, 2015)

Rolfe's Learning Cycle



Rolfe's model of reflection is based around three questions which are:

1. What? – describe the situation and focus on achievements, consequences, responses, feelings and any problems that occurred.
2. So what? – discuss what has been learnt about oneself, relationships, attitudes, cultures, action and thoughts. Also consider improvements.
3. Now what? – know what has to be done in the future to improve future scenarios and develop learning.

It is a simple model but this does not mean that the reflection should be superficial. Using these three questions honestly and thoroughly will give some predictable and unpredictable answers. (Future Learn, no date)

What is knowledge?

According to Denning (2016) the Webster Dictionary defines knowledge as 'the fact or condition of knowing something with familiarity gained through experience or association' although in practice there are different definitions of knowledge. Denning also claims that knowledge is ideas or understandings which are used to take action to achieve goals and that to understand what knowledge is to have a grasp of the relationship to the information. Knowledge is something that has historically been regarded as believable, true and reliable (Denning, 2016).

What are skills?

Skills are acquired when performing certain tasks and can be learnt by working or undertaking activities during spare time. Having a set of skills can help when looking for employment and they can be developed in an educational setting or whilst attending clubs or by being part of a team (My World of Work, no date)

Severt (2019) describes four types of skills:

- Communication
- Decision making
- Time management leadership
- Adaptability

What are values?

According to Ethics Sage (2018), values are seen as fundamental beliefs that will guide attitudes and actions. They help to show what is important and describe desirable personal qualities to aid an individual's development. Values provide general guidelines and are seen as a motive behind purposeful action. Values are an important aspect of ethics. Ethics evaluate actions that may be carried out by people as a result of the values people have and can help define which values should be followed and which ones should not be followed. For example, when courage is valued, individuals are able to stand up for what they believe (Ethics sage, 2018).

CIW – Care Inspectorate Wales

CIW are the independent reviewer of social and child care services in Wales. They register and inspect to take action and improve quality and wellbeing of services for people in Wales (Care Inspectorate Wales, 2019).

The CIW:

- Act on behalf of Welsh Ministers
- Decides who can provide care
- Review social care
- Take action where necessary to ensure service meets legal and regulatory requirements
- Investigate concerns

Estyn

The word 'Estyn' means 'to reach out' or 'to stretch'.

Estyn is a crown body that was established under the Education Act 1992 and is independent from the national assembly of Wales but funded by the Welsh government.

Estyn is led by Her Majesty's Chief Inspector of Education and Training within Wales and inspects training and education settings. Following inspection, advice and guidance is given to the Welsh Government in a thematic report given by the Minister for Education and Training.

Estyn works in collaboration with the Care and Social Services Inspectorate for Wales (CSSIW), Wales Audit Office (WAO) and Healthcare Inspectorate Wales (HIW) as they are part of Inspection Wales, a collaborative initiative between the four main inspection and audit reviews for Wales (Estyn, no date).

Pre-school Provider Association (PPA)

The Wales PPA is the largest umbrella organisation which supports a range of different membership companies in the Wales Early Years sector. The aim of the PPA is to help enhance the development and education of all pre-school children in Wales by educating parents to recognise and provide for the needs of their children through high quality childcare provision.

The PPA develops partnerships and takes part in policy implementation at both local and national levels. Wales PPA also maintains and develops organisation governance and management, employing and developing staff and volunteers and obtaining and managing funding to maintain the service (Wales Pre-school Providers Association, no date).



**Wales *Pre-school*
Providers Association**

**Cymdeithas *Darparwyr*
Cyn-ysgol Cymru**

(Source: Wales Pre-school Providers Association, no date).

References

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Element 4

Area for further development (provide further details)	Why?	How?	Who/Where?	When?
Knowledge Resist my Maths and English	I only have grade Cs in these two subjects. I will need to have grade Bs to do a PGCE in Wales.	I will take evening classes in Maths and English and then take the exam. Also, by using online recourses such as Mathsgenie, JonestheSum and BBC GCSE Bitesize	I will take the classes in Cardiff and Vale College. I can do this any time at home and in-between classes. Websites I can use: https://www.mathsgenie.co.uk/gcse.html https://www.bbc.com/bitesize/subjects/z38pycw http://www.jonesthesum.co.uk/ http://www.cavc.ac.uk/en/	I will receive the results in August 2021
Knowledge Learn Welsh	I can only speak very little Welsh and would like to speak more as it will essential requirement for jobs in my required field.	I will take a course or join a club that may teach Welsh. Take classes that the university hold as well. There also a café called Yr Atom that has welsh classes in the day and evening. I have already emailed the teacher at Yr atom about classes for beginners.	I will investigate if my university run any Welsh classes for beginners who can speak very little Welsh. Also going to the cafe will help me to use Welsh in public places and practise it as well. Websites: http://www.yratom.wales/yr-atom-cafe/	This will be done by May or June 2020

Skills British Sign Language (BSL)	I want to learn this as it could be helpful in a future job I may want to do.	I will take a course in BSL. Looking for course that may be available on line for beginners with british-sign. Then attend classes with signature within their centres based around the UK.	The course would take place in my spare time and may have to be done within a centre in Cardiff. Websites: http://www.saronatraining.co.uk/ https://www.british-sign.co.uk/	June or July 2021
Skills Time keeping	To keep all my work organised and for it to be done by the deadline it also may be a required skill for jobs that may be in my field of work.	By having a time line to follow for my work and when it should be done. Maybe also check lists to do as I progress with my work. Another way would be having a gnat chart with time scales to follow. Having reminders set on my phone to keep me on track with my work.	With the assignment I am working on start writing up check lists to follow and fill out a time line to progress with future assignments. Website to use: https://www.aha.io/software/gantt-chart?utm_campaign=Europe - English - Paid Search - Google - Releases&utm_content=Gantt Chart - Gantt Chart - Exact&utm_source=google&utm_medium=paid_search&utm_term=gnatt_charts	January 2019
Values	So, I can understand that children come from all different	I will do research on all different backgrounds and	I can do this with the internet or books that cover different cultures.	July or August 2021

To understand Backgrounds and Culture	backgrounds. Children may also have different beliefs because of their culture.	cultures that are around today. Maybe getting involved with charities that help support children from traumatic background can give insight into what they have dealt with.	I will apply to volunteer in my summer holiday or during time I have off within the academic year.	
Values Patience	To be more aware of my surroundings and those who are in my surroundings.	I will try doing meditation as it will help me relax and be calm. Help create a calm environment to work in. This can be done by listening to calm music during class times.	I will be practicing mediation in my spare time by using a meditation CD or going to classes that have meditation. Having calming music playing while doing assignment work and during time in my placement setting.	Ongoing from now.

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