

Student number: 2216693

Word count: 6,048

Module code: ECCP7001/C

Portfolio:

Personal Learning Plan -

Date: 05. 11. 2024

Objectives:	Success:	Actions Success:	Implementation:
Improve teaching of Welsh, during PPA cover sessions.	Use baseline and end of year assessment to monitor pupil progress. Use end of topic self evaluations to assess the children's view of progress. To seek feedback from learners periodically during lessons, to feed into critical reflections on the lesson and whether it is achieving the learning intention, adjusting the teaching style where necessary.	Ongoing throughout the year: Research and read articles discussing how children learn second languages, to inform practice and planning. During Spring and Summer term: Work alongside a qualified teacher and setting's Welsh coordinator to gain feedback on my planning, when available, and implement	Implement research findings immediately once evaluated with setting staff and Welsh Co-ordinator. Make adjustments to any old planning. Implement post reading, within this academic year. Ensure clear differentiation of work to suit the developmental stages of children. Implement post training in Spring/Summer.

	Collaborate with the teaching assistant and teacher to seek their opinion on learner progress.	necessary changes to teaching. Seek training around the ways in which planning should be differentiated to suit all learners' ability. Observe a colleague's Welsh lesson, either within the setting or in partner/cluster settings, to see examples of best practice in action.	Disseminate any learning and support class teaching assistants with their Welsh language, to ensure they can understand how children will achieve the learning intention. Immediate implementation.
Gain confidence in speaking and presenting.	Complete self-assessment tool for confidence, before and after any training, such as Mind tool:	This academic year: Working towards the Masters course, participating in professional dialogue within lectures, presenting to my peers and reflecting on my practice, ensuring that	Action any feedback recommendations. On going, during lectures/after each module mark and feedback is returned.

	https://www.mindtools.com/a/hqz3nl/how-self-confident-are-you Request observation by senior management, to receive feedback on my practice to improve confidence. Request feedback from outside agencies and stakeholders after any public speaking.	reflection is not only what I need to improve but also what I can do well and how I can share this good practice, will all allow me to gain confidence. Setting up a parent and baby group within the setting. Leading, participating in songs and rhyme time, sharing my expertise in the importance of communication to improve early language skills. NHS (2023) explains that these challenges help us to improve confidence. During Winter and Spring term:	Reflecting on the effectiveness of parent and baby groups after each block of sessions, adjusting as necessary. Half termly. Accessing support and further training as needed. Monitored termly. Ensure that I am organised with the details needed for both Masters and parent and baby sessions so that I know what is required of me each session. On-going.
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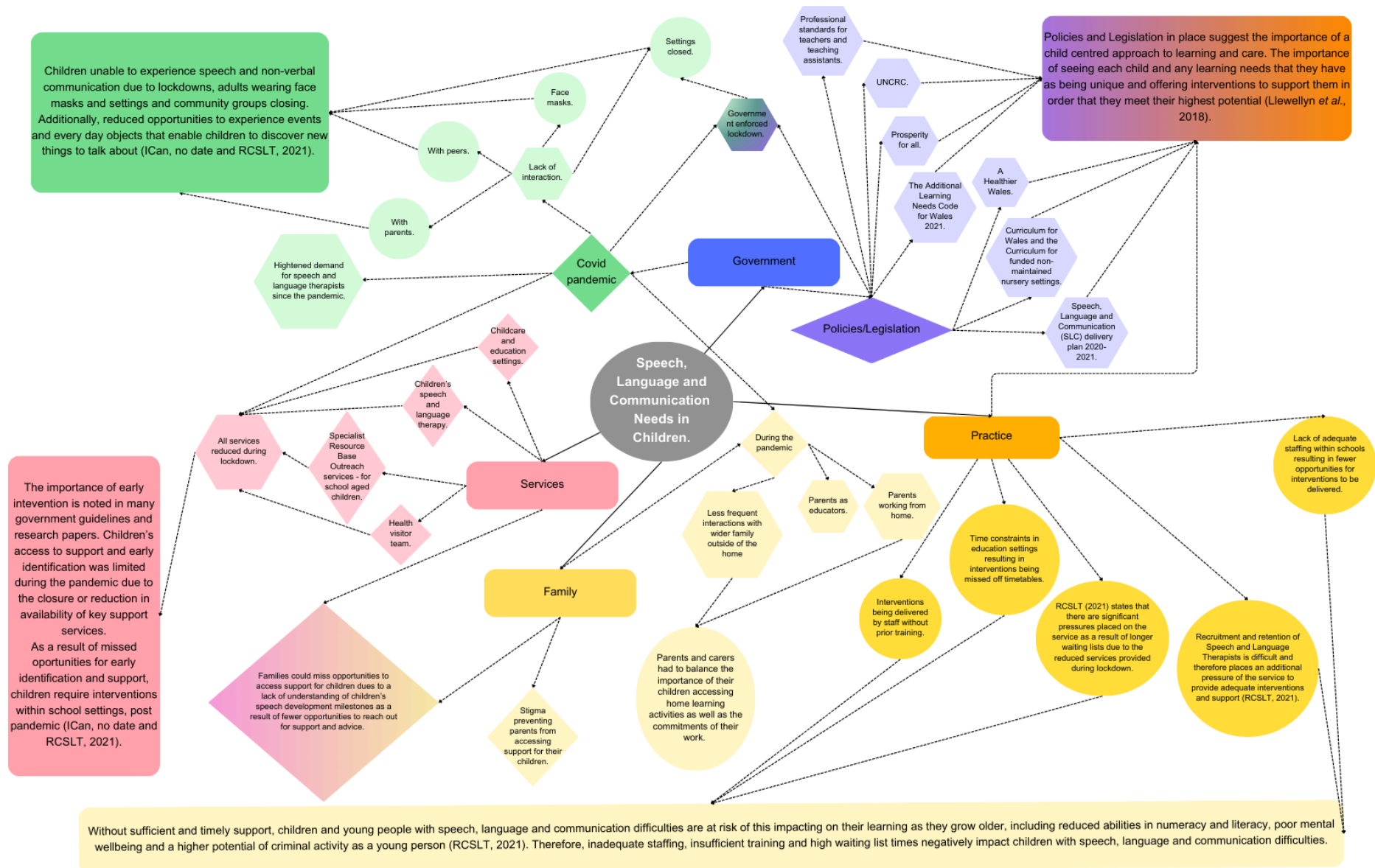
		Access training from the Local Authority or GAVO Early Language team: https://www.gavo.org.uk/early-language-team by December 2024.	
Aim 3: To improve my leadership skills.	Seek feedback from senior leadership on the effectiveness of my leadership skills, within the classroom and wider setting, and the difference this is making to its overall effectiveness. Seek feedback from HLTA and TA staff on my coaching and guidance.	During Spring term: Access HLTA Assessor training through the EAS. Access to the EAS Coaching and Mentoring professional learning. https://sites.google.com/hwbcmru.net/eassupportingourschools/eas-professional-learning-offer	The coaching and mentoring training as well as the HLTA assessor training will allow me to gain a better understanding of sharing good practice, offering guidance and support to peers and can be used to support TAs across my setting and in other settings. Implement post training. Implementing any changes as they are discussed.

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Concept Map -



Analysis of Concept Map -

One aspect highlighted in the concept map above is the ongoing effects of the Covid pandemic on the Speech, Language and Communication needs of children. Unicef (no date) discusses the UNCRC and sets out rights for every child as mentioned in Article 2, regardless of their race, religion, economic status or ability. Furthermore, Article 4 states that governments must use their power to ensure that all children are able to access these in the laws and legislation set out. Article 23 and 24 ensures that children make progress and live a fulfilled life with adequate health and care support where needed and article 28 and 29 ensures that children receive an education that helps them achieve their fullest potential (Unicef, no date). In Wales, the Welsh Government wrote these into law within the Rights of Children and Young Persons (Wales) Measure 2011 meaning that children's rights must be thought about when setting laws (Welsh Government, no date b). The Welsh Government sets out many policies and pieces of legislation which aim to ensure that children's rights are adhered to and that each child reaches their fullest potential (Children's commissioner for Wales, 2025), with the help of education and health care settings. Current legislation in Wales sets out to ensure each child is assessed and celebrated as an individual (Welsh Government, 2024a) and receives tailored support through interventions and access to health care or education based support to achieve academic success. Ican (no date) argues that with speech and language difficulties which are unsupported, children are less likely to achieve academic success in Maths and English. However, it is noted that during the pandemic, and government enforced lockdowns, services were restricted to deliver minimal provision or closed completely (RCSLT, 2022a and Stroud, 2020). This is supported by Chadd, Moyse and Enderby (2021) which states that during the pandemic children's referrals for speech and language therapy were reduced by 30% compared to 2019. Additionally, as stated in Stroud (2020) and Bajjada *et al.* (2024), with the closure of childcare and education settings due to the lockdowns, children were also unable to access universal provision for the development of speech, language and communication skills. These childcare and education settings offer language and communication rich environments which support the development of children's speech,

language and communication. Therefore, children were unable to reach the universal provision and individualised targeted support to make the maximum progress possible. Additionally, as stated in Bajjada *et al.* (2024), White, Hunter and Wason (2023) and Ican (no date) with lockdowns came less interactions for children with their peers and less opportunities for them to practice communication through serve and return and facial expressions. Respondents to Ican (no date) stated that the inability to interact with friends negatively impacted the development of children's speech and language.

Bajjada *et al.* (2024) also notes that face masks worn during the pandemic prohibited the children's ability to read facial expressions as a learning opportunity. Bajjada *et al.* (2024) also argues that these forced closures reduced the ability of childcare and education professionals to identify and refer children presenting with these delays.

However, British Medical Association (BMA) (2024) states that where possible healthcare began working remotely online to reduce infection risk, this was true of speech and language therapy as stated in RCSLT (2022a). Hassanati *et al.* (2023) state that although parents were happy to access therapy sessions online, there are a number of challenges to the effectiveness of these sessions which include internet access and unclear speech as a result of poor internet and lack of parental support with children's attention. Additionally, Hassanati *et al.* (2023) and Senedd Cymru (no date) argue that children who also have autism spectrum disorder (ASD) or behaviour challenges suffered intersectionality as they found it more difficult to access these sessions online, therefore could experience discrimination as a result of their additional learning need. Chaudhary *et al.* (2021) conducted a survey on 20 participants and their therapists to find out their opinions of teletherapy - sessions offered via video call.

Chaudhary *et al.* (2021) found that 16 of the 20 patients preferred the teletherapy to standard face-to-face sessions and that 85% of the therapists rated the sessions 5 out of 5 for patient progress. However, only 45% of therapists rated 5 out of 5 for overall satisfaction. Therefore, it could be argued that offering sessions remotely is a better alternative to no sessions at all. Moreover Taylor *et al.* (2014) conducted research, pre covid-19, with regard to preschool and primary aged children, and found that these parents were happy to access remote appointments for speech and language therapy,

10 years ago. RCSLT (2022b) and Chaudhary *et al.* (2021) state that remote appointments could improve the accessibility for some patients and they are cost-effective for health care providers. However, Chaudhary *et al.* (2021) also discuss the importance of computer competence to ensure the sessions run smoothly. On the other hand, BMA (2024) argues that the computer and internet technology was not always advanced enough, during the pandemic, to offer a smooth service. Furthermore, Senedd Cymru (no date) argues that the most deprived children may be at a disadvantage if they can not access these sessions due to a lack of internet access or devices to connect with their speech and language therapist. This may cause another intersectionality for children living in poverty as RCSLT (2020) argues that half of children living in poverty start school with a speech, language and communication delay.

RCSLT (2025) states that poor speech and language skills adversely affect the educational outcomes of children and Public Health England (2020) supports this stating that early identification and intervention is key to helping children reach their highest potential in life. Early intervention and support in regard to speech and language needs, improves a child's outcomes academically and delays to accessing support can have negative connotations on a child's outcomes (Curtis, *et al.*, 2019 and Public Health England, 2020). Furthermore, RCSLT (2021) and RCSLT (2022a) argue that, as a result of the delay in access to support during the pandemic, service users may experience reduced educational and employment outcomes, poor mental health and potential to become young offenders.

BMA (2024) and Goyal *et al.* (2021) state that the NHS was severely short staffed in the 10 years prior to the outbreak of the covid pandemic and that this exacerbated the already long waiting lists and lack of sufficient staff. Furthermore, BMA (2024) describes this as "Chronic workforce shortages" and due to staff routinely working overtime to plug the gap of insufficient staffing they become burnt out as a result. This is also argued in RCSLT (2022a) which states that this has adversely affected the speech and language therapy service as therapists have noted an effect on their wellbeing and subsequently a number have left the profession. However, this survey was asked to working speech

and language therapists, therefore some bias may be found here. RCSLT (2022a) continues to state that the reduction in service during the pandemic may also be impacted by speech and language therapists themselves becoming ill or needing to shield, working from home and juggling being parents, homeschooling their children and work priorities. Public Health Scotland (2024) also argues that there has been an increase in reported speech, language and communication difficulties seen in children, since the pandemic, during their 27-30 month reviews. Public Health Scotland (2024) continues to state that the pandemic may have exacerbated the number of children needing support. RCSLT Wales (2022) explains that Wales has less speech and language therapists per capita than Scotland, Northern Ireland and England. Therefore, this reduced service during the pandemic, and the lack of available speech and language therapists in Wales during this time, and the effects of the pandemic on children's speech development could have an impact on the outcomes of the children. Swansea Bay University Health Board (2022) suggests that working at its current rate, the backlog of children waiting to be seen will take 12 to 18 months. This can be likened to Bronfenbrenner's Ecological Systems Theory (Antony, 2022), and in this case the Microsystem around the child is reduced with the reduction in supportive services within the NHS and childcare or educational settings and children therefore have faced adversity to be able to reach their full potential.

Ican (no date) states that teachers and teaching assistants should access training to implement interventions to reduce the effects of the limited interactions during covid-19 and delayed support that came as a result of the covid-19 pandemic. This is supported by Welsh Government (no date a) which discusses the government plans to roll out a new training pathway for professionals working in the early years to be confident at identifying speech, language and communication difficulties. However, Ican (no date) acknowledges the cost implications of this and it is difficult timetabling these training days and the interventions can be difficult to manage within busy settings.

It is evident that the Covid-19 pandemic caused many challenges to children's development in speech and language and that staffing, training, infrastructure, and

technology compounded these challenges in the search for support. Moreover, the Covid-19 pandemic has had a long lasting effect on the waiting lists and the experiences children are offered since it first appeared in the UK.

Case study -

As a higher-level teaching assistant (HLTA) I have a duty to provide the children with an engaging and accessible environment, continuously observing to extend the learning opportunities and improve their learning outcomes. (Welsh Government, 2019).

Frequently this includes supporting learners who require additional support for speech, language and communication needs through targeted interventions and working with external agencies such as the NHS speech and language therapists.

During the spring term of 2024 Estyn inspected the setting, which is situated in a deprived area of South Wales and concluded that improvements needed to be made to the way teachers plan progressively. As a result, the setting wrote a post inspection action plan (PIAP) which informed us of staff training needs and changes to the way in which the setting undertook planning cycles. It was agreed that this would be tackled one AOLE at a time, beginning with literacy. Additionally, the inspection concluded that the setting needed to improve attendance, punctuality and family engagement as well as offering staff at the setting opportunities to access professional learning to support the PIAP and school improvement plan.

Within my role as an HLTA, I have accessed and continue to access training provided to inform my own practice and improve the opportunities I offer within the cover sessions, while the teachers take their planning and preparation time (PPA). This training and my undergraduate degree have strengthened my own belief in the importance of early language and communication within the first 1,000 days. Department for Education (2022) agrees and explains that children's early vocabulary development supports later literacy acquisition.

However, Ofsted (2022) argues that the COVID pandemic has had a lasting effect on children's language development, with more children requiring additional support post pandemic than the numbers before the pandemic. Additionally, Ofsted (2022) and Ican (no date) state that this may in part be due to less interaction between children and parents due to the increased reliance on devices such as phones and tablets. Blainey and Hannay (2021) stated that their research found that the pandemic impacted the

youngest year groups the most, therefore it could be argued that this shows the importance of early interactions to support the earliest language. Moreover, Education Scotland (no date) states that these post pandemic effects on children's speaking and listening skills need to be taken into consideration in settings and that settings should work with families to foster a love for language.

Therefore, I approached the family engagement and liaison officer, who was appointed post Estyn inspection to support the school to improve family engagement and attendance, as well as the Head Teacher to discuss establishing a parent and baby music and movement session once a week, with an emphasis on providing language rich play opportunities and informing parents of the importance of communicating with their babies in these early years (Welsh Government, 2021). The aim of which was to provide parents with support to communicate with their babies and young children, to practice serve and return and to see the importance of rhymes and songs within children's development. The ambition is that this would see improved vocabulary skills as these children enter the setting and an improvement to their literacy attainment as they progress. Additionally, this aligns well with the leadership element of the Professional Standards for Assisting Teaching, meeting the criteria for the sustained highly-effective practice descriptor, as this would enable me to offer a learning event to the community on a weekly basis (Welsh Government, 2019).

Once approval was given by the Head Teacher and the family liaison officer agreed to assist me in leading this project, I contacted GAVO and the speech and language therapists that visit the setting to support children who have speech and language delay, asking them for advice and support with establishing parent and baby sessions. This enabled us to begin the process of accessing support and training, arranging visits from the GAVO team, who advised us on how best to run the sessions, taking us through their 'Let's talk with your baby' programme, its aims and how they organise the sessions. This programme aims to inform parents of their important role in educating their children and improving their speech, language and communication skills at home (Welsh Government, 2021 and Stroud, 2020). We also took advice from them on the

environment itself and the timetable for the sessions. They were invaluable in their access to other community groups and services which could not only support us financially (with funding for essential equipment such as baby changing stations) but also advise and guide us in reflection of our service. Once initial meetings had taken place and we were able to gauge the need for the group, the support available and an estimate of the requirements to set up such a group we debriefed with the Head Teacher and arranged to develop an action plan with the aim to begin offering the sessions in the Summer term of 2025.

While making these enquiries we were fortunate enough to make contact with some very supportive organisations and teams also looking for settings to hold their intervention and support groups such as Bright Beginnings who offer support to parents in their first few months of parenthood through an 8 week course (Caerphilly Early Years, no date) and the Multiply project, who support parents to improve their numeracy and financial management (Caerphilly County Borough Council, 2024). It was felt that having these services running from our setting would then encourage new parents to move on to the parent and baby group we offer, which in turn could encourage them to send their children to our setting. It was felt that this community approach, having a team of supportive professionals and other parents available to families through our parenting group would offer a layer of support to the children. This is much like Bronfenbrenner discusses in his Microsystems layer in the Ecological Systems Theory and how they interact in the Mesosystem (Antony, 2022 and Bronfenbrenner, 1996). Moreover, it is also hoped that these group sessions will establish peer support and friendships for parents with older pupils who attend the setting as well, with the hope that the relationships built with staff and other families of the setting, will enable those in need to access support when needed to get their older children into school, which in turn would increase the settings attendance records. However, when thinking of this situation in the context of Ecological System Theory, it is possible to highlight some potential challenges in the Exosystem. Firstly, the lack of funding. We have been fortunate to be directed to teams who may support one off financial funding for equipment and resources such as changing tables, buggy shelter and playground

fencing. However, regular funding for resources, activities and refreshments is difficult to access, especially when funding to the setting is already sparse. Additionally, time constraints on staff in the setting make it difficult to be consistent with the group's timings. I will use my own PPA time to deliver the sessions, come in to work early to set up and clear and clean the room after working hours. Without this, there is not enough staff to support its running. An additional challenge to the success of the group is parents having time to attend. It may be easier for parents to attend whilst still on Maternity or Paternity leave, however after they return to work this could cause them to disengage. It is difficult to find a solution to this, however the setting will continue to reach out in such instances and encourage parents to offer access to the group to any wider family who may be looking after their children once they return to work.

Once the group is established, we have discussed ways in which we will reflect on the sessions and their effectiveness. It is important to keep reflecting in order to ensure the group is supporting the parents and families and is enjoyable so that they return and encourage others to participate. NSW Government (2022) and Welsh Government (2024b) suggest that reflection is important to ensure that we adapt to meet the needs of those we are supporting. Therefore, reflection will be continuous. Cottrell (2017) states that reflection should be used to understand what you have done with regard to how this has had an effect on others, make sense of these actions with regard to theory and own knowledge and understanding and deepen the learning from this by looking at the event more deeply. After each session reflection will take place collaboratively, in order to look at the sessions from more than one point of view. These reviews will be used to plan for the next session as well as adapt the session if delivered again in the future. Using a model such as Gibbs' model will allow us to have a structure to our reflections to evaluate the effectiveness of the sessions (Gibbs, 2013). The importance of this sequence being critical is noted in Cottrell (2017) and Thompson (2021) who state that this critical reflection is more than simple dialogue of what happened, it includes looking at the events from more than one point of view and avoiding biases. Moreover, at the end of each block of session (roughly half termly) parents will be asked to provide feedback on the effectiveness of the group and how it has helped them to

interact with their children, if it has helped them to engage more with their child and if it has established a friendship/peer support group for them as well. However, it is noted that such feedback may be biased as parents feel uncertain about offering honest reviews in a situation where settings staff are perceived as being in a position of power (Elston, 2021). Therefore, such feedback would be anonymous and participation would be optional.

Critical reflection -

Welsh Government (2024b) supports professional reflection and explains that a professional development review cycle allows teaching practitioners to be supported to reflect and review their professional practice, prior learning and growth to establish future learning and development needs. Furthermore, Welsh Government (2024b) continues to state that reflection should be a continuous cycle of critical feedback of one's own professional growth as well as supporting peers to do the same. Cottrell (2017) argues that critical reflections enable practitioners to dissect experiences, the way we approach them and our response to them in an analytical way to ensure that changes are made to better prepare practitioners in their approach to similar events in the future. Moreover, the importance of continuous practitioner professional learning is outlined within Welsh Government (2019) which states that professional learning is one of the 5 standards which allows practitioners to improve standards for learning, deepening their own understanding, collaborating with colleagues (within and outside of their setting), to improve best practice and outcomes for their learners.

To reflect on my own role as a HLTA I have chosen to use the Gibbs' model (Gibbs, 2013). I have chosen to use this model as it allows the opportunity to include feelings (University of Cumbria, 2020 and Quinton and Smallbone, 2010). Therefore, while reflecting, a practitioner is able to identify biases and attitudes that may be within them that cause behaviours to change (SALTO, no date and Cheng, 2023). However, Cottrell (2017) states that feelings can sometimes skew our judgement and that it is normal to want to avoid difficult feelings, therefore, it is important to ensure that reflections are open and honest and not restricting feelings. Additionally, the Gibbs' model encourages reflection of both the good and the bad points of the experience and a section to make next steps as well as being a continuous cycle of reflection (University of Cumbria, 2020). Gibbs (2013) states that without structure, reflection can sometimes become simply descriptive without analysing what happened and why.

Within my role I teach across the majority of year groups within the setting, with Welsh being the subject I teach in most instances. The setting generally follows a scheme of

work to teach set sentence patterns and phrases in a predetermined order. Gov.uk (no date) argues that well planned schemes of work should help lighten the workload.

However, I have noticed that often the opportunity to link key phrases with the topic is missed, perhaps due to teachers following the scheme for ease of planning or in some cases, having spoken to some teachers, due to their lack of confidence in planning for the subject (Department for Education, 2018).

1. Description of experience:

During the Autumn term, I began teaching year 2 Welsh and it soon became apparent that the unit was not linking to their class topic work, and so did not offer opportunity to support incidental use of the phrases being taught. I spoke to the two year 2 teachers and offered to plan lessons to link with their topic of identity and belonging. This provided the class with a term's worth of work that could be used incidentally during their week as well as during their Welsh lessons.

I planned and delivered lessons for the teaching of asking and answering of "Where do you live?". I noticed that we could also link these phrases to their DCF lesson for data handling, which offered more opportunities to imbed the sentence patterns.

These lessons were interactive (such as drag and drop games on the interactive board, building games on the chromebooks) and were active lessons such as playing games (stomp, splat and corners).

2. Feelings:

I am passionate about the Welsh language and feel that I try to portray this to the children, within my teaching. I felt excited to be teaching the children in a more fun way and felt that the use of technology as well as activity would hook them into the lesson and provide an opportunity to share my love for the language. I felt apprehensive to be stepping away from the normal scheme of work, knowing that this would also lead to needing to provide more support to the HLTA in the other year 2 class as well as apprehension that the children may not meet their learning targets if the lessons were not fit for purpose. The planning process gave me a sense of purpose and I was happy

that the teachers felt my planning was engaging and a positive change, so I was excited to undertake the unit of work. While teaching the unit, I felt that the the children were able to meet the learning intention through the activities I provided to support their learning and I felt proud to have improved their learning experience.

3. Evaluation:

The lessons were successful, the children progressed through them each week and we finished the unit of work by the end of the Christmas term. It was noted by myself and the teaching assistant in the class that the children were more engaged in the lessons than when they were with the units in the scheme of work. Additionally, the children who could become disengaged with Welsh enjoyed the use of devices and were accessing these independently in the enhanced provision as well. Additionally, the teachers in both year 2 classes explained that the sentence patterns had been used incidentally throughout the term. As the lessons were a combination of Welsh and DCF, they were taken over a number of weeks to ensure the work was done to a high standard and the children were all able to access all tasks. However, this meant that less sentence patterns had been explored within this timeframe than the traditional scheme of work suggested. The setting evaluates the terms learning with the children during the last week of term, and the children expressed that they had enjoyed the topic lead learning of Welsh and the more interactive nature of the lessons.

4. Analysis:

The use of technology and movement engaged the children and made the lesson more interactive, we were able to spend more time engaged in the language that a usual carpet time activity would allow. The children enjoyed the competitive nature of the games, both on the devices and classroom games. As suggested in Birth to 5 matters (no date) and Welsh Government (2019) by linking their Welsh lessons to their term topic the children were able to apply newly learned Welsh questions and phrases to real life contexts, which empowered them to learn more. However, the reduction in Welsh phrases taught in a term needed to be considered and through professional dialogue

with the teachers it was felt that the setting needed to adopt a slower pedagogy, which built firmer foundations for the language.

5. Conclusion:

Cross-curricular planning and planning for Welsh around topics being taught in the classroom provides the children with better opportunities to develop their Welsh language skills. I need to collaborate with the class teacher to develop future planning in a similar way, away from the scheme of work and encourage the incidental use of the sentence patterns throughout the week. Making the lessons more interactive will improve focus and where possible these games should be independent so that they can be used in the classroom as enhanced provision as well, to embed learning. It would be beneficial to access Welsh language pedagogy training, to equip myself with a toolbox of games that can make learning fun and could also be used as time fillers during the day.

6. Action plan:

- Access professional learning for Welsh language games.
- Collaborate with teachers to produce topic based Welsh planning.
- Collaborate with other AOLE leads in order to identify other areas for cross-curricular links in planning.
- Continue to reflect in action and after the lessons and adapt teaching and planning accordingly.
- Continue to seek teacher and pupil feedback on learning opportunities.
- While teaching Welsh in the future I will continue to make the lessons dynamic, active and engaging, making use of games and technology and tapping into the children's eagerness to be competitive.

This process enabled me as a practitioner to use praxis, implementing prior research and learning around the Welsh language, with my own personal experiences as well as theory on how children learn and develop. This enabled me to form my own teaching practice and Gibbs' reflective model allowed me to reflect after teaching and further adapt my teaching style to suit the learners. While Gibbs' model offers reflection in a

continuous model, there is no mention of reflection in action within this model. University of Hull (2024) states that this is Schön's reflection in action and that while teaching it is necessary to use this to ensure that you respond effectively to the situation in front of you. This is so that you do not lose the children's attention and they continue to be hooked on the lesson. This could be added prior to the evaluation stage of Gibbs' model, as a cycle of its own perhaps, where practitioners alter their teaching styles to the children that they are working with at the time or alter the lesson if the children are over achieving the lessons objectives, in order to push learning forward. Or perhaps support the children to reach the objective if the concept is proving difficult at that time. This process of reflection in action is necessary for a HLTA in particular as they are often called on to cover in different classes, where the children are used to different teaching styles and often the HLTA does not have an in depth knowledge of the abilities in the class nor have they had a lot of opportunity to for trusting relationships with the children. Rittel and Webber (1973) describe this as a 'wicked problem' which is a complex problem with multiple people involved that is tricky to find a solution for. For HLTAs this is the constant changing environments, lack of consistent ground rules, unfamiliarity or lack of built relationships with pupils, ever changing timetables and varied expectations from teachers. These situations may change multiple times within a school year and often with little to no prior warning, meaning that it is important to be able to reflect in action and call on prior knowledge and experience.

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