

Elfen 2 Log adfyfyriol – Element 2 Reflective log

Disgrifiad byr o'r gweithgaredd (dim mwy na 50 o eiriau) Brief description of the activity (no more than 50 words)	
A cooking activity with a small group of children aged 4- 5 were supported to cook a noodles recipe for the Chinese New Year. The children were able to weigh, measure and cook the ingredients while working individually and together as a group to create their Chinese dish.	
Nod/Amcan y gweithgaredd	Aim/Objective of the activity
The aim of the activity was to celebrate the Chinese New Year by cooking a noodles dish for themselves and the class. The children had the opportunity to see the food being weighed and prepared and gained an understanding of how the food had changed and developed during the cooking process. One important aim that was met was that the children understood the importance of following my instructions and listen carefully to the risks while cooking.	
Eich rôl chi	Your role
My role as the teaching assistant was to take a small group of the children to prepare and cook the noodle recipe. I was supporting the children to weigh the appropriate amount of ingredients and to discuss the cooking process. I encouraged the children to work together as a group but also allowed them to work independently in some areas of the activity. I allowed them to explore the different ingredients and gave them the confidence to try new foods. I encouraged the children to have discussions about the different tastes, smells and colours that they could sense by asking different questions about the ingredients and the cooking requirements.	
Agweddau cadarnhaol – pam?	Positive aspects – why?
While reflecting on the task, I believe that the children enjoyed the cooking activity. They found joy in creating and eating their dish and showed appreciation at the end of the task.	

The majority of the group had responded well by understanding that they had to take it in turns while completing various tasks within the cooking activity. The cooking activity worked well as the children were able to learn about different foods, cultures and traditions while having fun with others. All of the children felt like they had contributed to the dish and enjoyed tasting the end result. After the activity we sat as a group and evaluated the cooking activity which allowed the children to take responsibility and ownership of what they had made. We discussed what went well and what didn't go as planned and then explored new ideas for next time.

Agweddau heriol – pam?

Challenging aspects – why?

Some challenging aspects during the activity was supporting both a child with behavioural needs and the rest of the group. He was not always fully engaged in the activity as he found it difficult to wait to take his turn while the other children had theirs. Another challenge within the activity was that as the teaching assistant, I had to chop up the majority of the vegetables and pour the boiling water on to the noodles due to safety reasons. The child with behavioural needs found it difficult to understand the risks and wanted to do it himself. Due to him being a kinaesthetic learner his preference was to do the practical side of the activity rather than sit, watch and learn.

Pa wybodaeth arddangoswyd?

What knowledge was demonstrated?

The children were able to work as a team to decide what vegetables they would like to use in their recipe and then weigh how much of the vegetables and noodles they needed in order for the group to have an equal amount. They then had to measure the cold water in a jug ready to boil and cook the vegetables and noodles. The children were also given the opportunity to work on their own and develop their independence by having the ingredients and recipe cards within their reach in order for them to choose their vegetables. During the activity the children were taught and reminded about health and safety and also the importance of washing their hands, cleaning and tidying while cooking.

Pa sgiliau arddangoswyd?

What skills were demonstrated?

During the activity, at times the children used their own judgement and they began to develop the skills that they would use throughout their lifetime. Although the activity was about cooking I brought in the element of science where the children had to predict

whether the water which was cooking the vegetables and noodles would evaporate or still be in the saucepan once they were cooked. The children were also able to see the noodles change consistency while absorbing the water during the cooking process. I had also displayed the recipe by using photos in order for the children to demonstrate their understanding of what ingredients were needed and in what order. The children were able to demonstrate their motor skills while cleaning the vegetables before cooking, pouring and stirring. They were also able to chop some of the softer vegetables such as mushrooms which didn't require a sharp knife.

Pa werthoedd arddangoswyd?

Which values were demonstrated?

The children had to take it in turns to weigh their vegetables and add to the saucepan. They had to also show their understanding by following the instructions that were given. It was important for the children to listen and follow my instructions due to their safety while cooking. Due to there being a child with behavioural needs within the group the children demonstrated maturity by allowing him to take part at his own pace. There was a non-judgemental feel to the activity with everyone working together for the best outcome. The children supported each other while listening to different ideas and discussed and evaluated what they had made during the activity.

Beth allai cael ei wneud yn wahanol? Pam?

What could have been done differently? Why?

While reflecting on the activity, I would consider doing the task with a smaller group or on a one to one basis in order to support the children in a fair manner. By doing the activity one to one with the child who had behavioural needs it would allow him to gain a better understanding of the instructions and tasks and also allow him to participate in the activity at his own pace and allowing him to engage in the activity and learn in the way that he prefers to be taught in.

After reflecting on the cooking experience I would also like to allow more freedom for the children. Perhaps having a class discussion about what vegetables options they would like in the recipe rather than providing them with the teachers options. After the class discussion, a fun element to the activity could be a trip to the local supermarket to choose and buy the vegetables together.

Next time, I would like to give the children more control within the cooking experience. Perhaps choosing a recipe which allows them to do more rather than being restricted due to safety reasons.

The Importance Of Reflective Practice

What is reflective practice?

Reflective practice allows practitioners to analyse activities and improve or develop them further. Reflecting on an activity can allow practitioners to challenge children further or simplify depending on the outcome of the experience. According to Learning Wales (2016)

Reflective Practice allows practitioners to measure the impact of their teaching and outline the strengths and weaknesses within their work. By questioning what they do and why they do it allows practitioners to develop in an effective way.

Reflective practice can help understand personal intentions and values and support challenges within a teacher's classroom. As stated in participatory methods (2015) reflection can assist practitioners who may be working in a classroom or setting which is emotionally or physically challenging. Therefore reflective practice can bring positive changes on a personal level or to a workplace.

Why is reflective practice important/ useful?

Reflective practice is important as it improves the quality of a practitioners work. According to a reflective practice guide written by the Welsh Government (2015, p.16), reflecting puts a person in control of their teaching. Within the guide it is thought that teachers should be learning while they teach therefore by reflecting, it allows practitioners to gain new skills and develop they're self-awareness.

Reflection can-

- Support whole- school improvements.
- Allow successful self- evaluation.
- Improve quality of work.
- Develop problem solving skills.
- Encouraged decision making and professional judgement.
- Enables practitioners to gain personal control of their learning.

Estyn- What makes an excellent school?

Gaining feedback is a valuable source for reflective practice as teaching professionals can further their development and improve their quality of learning. In a Welsh Government publication (2015), it is stated that Estyn (2014) believes that feedback and reflection is most helpful when it is undisturbed, constructive and the teacher themselves can discuss if they believed that their lesson was successful or needs improving.

While discussing teaching improvements, Estyn mention that the most effective way to improving teaching standards is to have reflective practice as part of a school teaching routine. They also believe that it is important that reflection is "clear, simple and memorable." (Estyn, 2017, p.1)

Estyn annual Report (2016-2017) states that the most successful schools have a strong, positive collaboration between staff. Schools who work as a team and learn and reflect together portray a strong sense of effective practice. Working together to achieve certain goals will outline strong commitment to develop working ways within settings.



Reflective practice (RP) is critical and deliberate inquiry into professional practice in order to gain a deeper understanding of oneself, others, and the meaning that is shared among individuals. This can happen during practice and after the fact, and can either be done alone or with others (Forrester, 2010; Peters, 1991; Schön, 1983).

Mudiad meithrin- Excellent practice

Schools and nursery settings who reflect on experiences are also likely to consider best practice issues. Viewing situations with a critical eye will encourage professional growth and overall excellence of a setting.

Mudiad Meithrin have launched a new marking scheme called 'Aim for the Stars' which sets a baseline for the quality of service and expectations within the nursery settings. According to the Mudiad Meithrin (2019) their aim is to raise standards and to further develop 'cylchoedd meithrin' within the early years. The Chief Executive of Mudiad Meithrin explains that the expectations for the Gold Star Standards are very high and nurseries are awarded after an inspection. The scheme should encourage practitioners "to develop, innovate and raise the quality and standard of their services to small children and families through a three-tier system – bronze, silver and gold." (Mudiad Meithrin, 2019)

BlogSpot
(2017)

'Unless teachers develop the practice of reflection, they stay trapped in unexamined judgments, interpretations, assumptions, and expectations'. (Larrivee, 2000, p.1)

Being a reflective practitioner

According to Ofsted (2004, Cited in 'The Reflective Teacher, 2009) Becoming a reflective practitioner allows teachers to teach themselves while teaching others. Evaluating what they do will improve their future teaching and will allow continuous teaching development. It is mentioned within the publication (p.2) that the one quality to be a good practitioner or teacher is the ability to reflect. Reflecting on what we do and why we do it is the key for successful learning.

Models of reflection

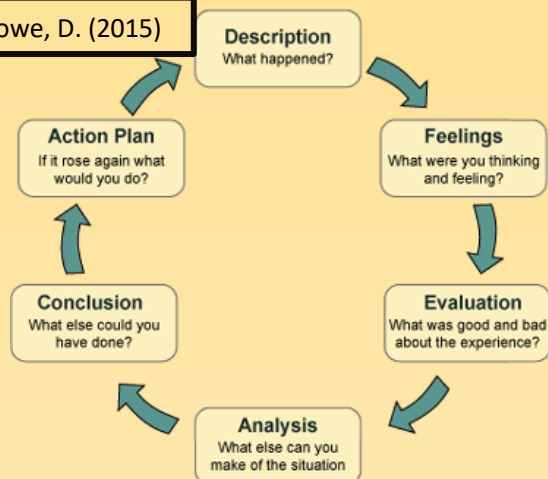
Models of reflection support understanding, development, depth and critical thinking whether being personal or within a work place.

Gibbs- Gibbs's Reflective Cycle was developed in 1988 by Graham Gibbs. Its purpose is to give structure to learning and developing from experiences. The cycle allows practitioners to examine their experiences and to learn and develop from things that went well or may need improving. Gibbs' 6 step reflective cycle includes description, feelings, evaluation, analysis, conclusion and action plan.

Kolb- Kolb's learning cycle is a 4 step structured pattern which allows educators to learn while they teach. His cycle includes concrete experience, reflective observation, abstract conceptualisation and active experimentation. His learning spiral suggests that meaning and depth is brought to new experiences when reflection occurs.

Gibbs Reflective Cycle

Crowe, D. (2015)



According to The University of Edinburgh (2018) there are different ways of reflecting

- **Written-** Writing down thoughts can help a person to identify the essential aspects that they would like to reflect on.
- **Alone-** Reflecting alone can develop purposeful thinking. It encourages an individual to familiarise themselves with their experience and allow them to respond with new and different ideas.
- **With others-** reflecting in conversation with others can challenge an individual further and highlight points that weren't thought of before.
- **Creative and other media-** Personal reflection can be done creatively by exploring thoughts and feelings differently. Reflecting can make sense of thoughts and experiences whether by painting, drawing or writing.

Reflective Practice within the Early Years

According to the Reflecting on Reflective practice publication (2008) reflection is the process of learning from experience. Reflective practice involves analysing everyday practices and encourages individual practitioners to become self-aware and enable them to evaluate situations. Filay (2008) states that "the point is to recapture practice experiences and mull them over critically in order to gain new understandings and so improve future practice." (Filay, 2008, p.1) By doing so, reflective practice becomes a lifelong learning process which allows early years practitioners to raise standards individually or with others. Reflecting on an activity or experience can give teachers and practitioner's confidence by outlining the positives but also highlighting where they could improve within their practice. Larrivee (2000) supports this by suggesting that the process of reflection can bring teachers the sense of meaning and purpose within their teaching.

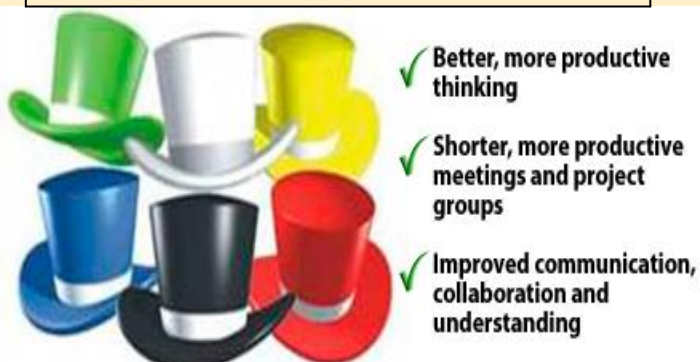
Reflection within the Early Years

- Encourages and problem solving
- Gives confidence to practitioners
- Adds value to teaching
- Improves expectations for themselves and their teaching
- "To be critically reflective is to act with integrity, openness, and commitment rather than compromise, defensiveness, or fear." (Larrivee, 2000, p.1)

"As a reflective practitioner, you will:

- Think about how you work
- Acknowledge your strengths, but also recognise your weaknesses
- Consider the impact your actions have on children and their families
- Review your methods to improve the quality of your practice
- Identify and resolve problems
- Be open to listening and trying out new ideas" (Early Years Careers, 2015 p.1.)

Personal Consultancy Solutions website (2013)



According to the Personal Consultancy Solutions website (2013) Edward De Bono's Six Thinking Hats technique is believed to enhance the structure of thinking in order for evaluation and decision making is improved. A person or group should only wear one hat at a time to allow more beneficial creativity, thinking and decision making to take place.

Some benefits of the Six Thinking Hats are-

- Bring positive change to organisational thinking
- Increased creativity and idea generation
- Shorter, more productive and effective meetings.

Elfen 4 Cynllun Datblygiad Personol – Element 4 Personal Development Plan

Area for further development (provide further details)	Why?	How?	Who/Where?	When?
1. Knowledge Re- sitting Mathematics GCSE.	In Wales, the required grade to gain a place on the PGCE course is a B. By re-sitting my Mathematics GCSE I will be hoping to get a B grade which will enable me to complete my PGCE course and become a Welsh primary school teacher.	Apply for a space on a Mathematics GCSE course in a local college. The NPTC group of college's website (2017) states that there are no entry requirements in Neath college. A full time course will cost £238 and will be completed within a year. There are two exams which make up for 50% of the final mark, one non calculator paper and one with a calculator.	Neath college offer a full time course on a Wednesday evening. It is uncertain who the lecturer will be during the academic year of 2020. The link for the course is: https://www.nptcgroup.ac.uk/courses/gcse-maths/	September 2020. Wednesday, 6pm – 8.30pm
2. Knowledge Complete PGCE course.	Working as a learning support officer through the medium of Welsh for the past four years has encouraged me to want to	Apply for a place on a PGCE course early through the UCAS website to secure the best opportunity to be accepted. The University of Wales Trinity Saint David (UWSD) (2017) website	The University of Swansea offer spaces on the PGCE course. A link for application advice at Swansea University is:	According to the UWSD website the application process opens mid to late October 2019.

	apply and be accepted to do the PGCE course in Swansea University. This will allow me to begin my journey to becoming a Welsh primary school teacher.	states that it is suggested to contact referees in advance in order to prepare the reference and to demonstrate your commitment to becoming a teacher within the personal statement. During the application process an interview and numeracy and literacy test will take place where students can also meet the lecturers and students. The tuition fee for the PGCE course is £9,000 but Welsh students can get a grant of £5,100 towards the fee.	https://www.uwtsd.ac.uk/teacher-education/pgce-application-advice/	
3. Skills Revision	To become a PGCE student, you must have a B grade in GCSE Mathematics. Revision will ensure I gain all the knowledge and understanding to get the B	Asking for further revision and tutoring will help ensure that I am ready for the exam. Also completing past papers will help with revision by familiarising myself with questions and the marking scheme.	Neath college. It is uncertain who the lecturer will be during the academic year of 2020 but I am hopeful that there will be further revision sessions offered if needed.	September 2020.

	grade in order to complete the PGCE course.			
4. Skills Organisation	To continue to be organised with my university work and ensure I complete assignments on time. Organisation skills will help me during my PGCE course with lesson planning and marking work while also completing university assignments.	Balancing the work load between being a student but also a trainee teacher will be difficult but by organising my time and going to my lecturers for support it will ease the stress of the PGCE course. Meeting with lecturers for further support, tutoring and feedback it will ensure that I keep on track with my desired graduation grade.	At home and at Swansea University.	September 2019.
5. Values Perseverance	To think positively and work hard towards my end goal of graduating and becoming a Welsh primary school teacher. Persevering when times may be difficult during my time as a PGCE student	Continue to work hard and complete work and university tasks to the best of my ability while working on my PGCE placement.	At home and at Swansea University.	September 2019.

	will show dedication within myself and will encourage success.			
6. Values Continuous Self-Learning	By gaining further knowledge about myself and others I will begin to prepare myself for my time as a PGCE student to educate others while I continue to educate myself. By continuingly learning about myself I will gain more confidence and this will help while directing a class during PGCE placement.	Continue to learn and pursue to gain further knowledge about myself and others around me during my degree. Learning more about myself will allow me to challenge myself further which I believe is something you need while teaching.	At home, work and at Swansea University.	September 2019.
7. Other?				

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