

Element 2 Reflective log

Brief description of the activity
My activity will be baking and decorating cookies with a group of five three-year olds. The five children will have a chance to mix all the ingredients together, roll out and shape the cookie dough, and once they are cooked, they will be able to decorate their cookies with icing and edible decorations.
Aim/Objective of the activity
Drake (2004) states that children enjoy playing with dough and baking engages mathematical and imaginative learning experiences. She says that baking uses numbers in a hands-on way, it develops children's understanding of measurements, and it develops imaginative ideas through play. According to the Welsh Assembly Government (2011) by labelling the ingredients and the objects used, children will be able to recall the names and gradually build up their vocabulary which can be followed with attempts to put the words together to form conversations.
Your role
Foundation Stage (no date) suggests that as a practitioner I should make this cookie dough activity relaxing, to encourage the development of fine motor skills and the development of language and social skills. It also says that as a practitioner I should give each child a large piece of dough, plenty of space and enough time, make all the materials accessible, such as the rolling pin, the cut outs and the decorations, and encourage every child to help clear up the mess afterwards. Foundation Stage (no date) also state that appropriate language linked to the manipulation of the dough, the length and thickness of the dough and the texture and smells should be used throughout the activity.
Positive aspects – why?
Kids health (2014) claims that baking brings many benefits as it builds basic skills, such as simple maths by pouring water into a measuring cup. They say that overcoming simple skills can boost confidence within children, as it shows them what they are capable of, and they should praise their efforts, even if the final outcome is not what was expected.
Challenging aspects – why?
According to ATL (2016) one challenging aspect is pressure for results from the practitioners, when they want to allow children to engage in self-initiated learning.

Rushing the time, simplifying the work and not allowing children the potential for deeper thinking for the child are all challenging aspects according to ATL (2016). I as a practitioner need to allow children to become engrossed in to their experiences of baking by not letting anything interrupt their time carrying out the activity. An interruption, stated by ATL (2016), would mean that children would not be allowed to carry out their ideas and would disturb their finishing result.
What knowledge was demonstrated?
Drummond (2015) says that while children carry out a baking activity, they learn science and chemistry through finding out how the mixing of all the ingredients make dough, and why they become harder once baked in the oven. She also suggests that they learn mathematics, through measurements by using a measuring jug, different sizes of spoons and scales. By allowing them to measure the ingredients with my supervision, they can decide for themselves if the measurements are correct with each other while working together as a team.
What skills were demonstrated?
Missio (2016) states that children demonstrate skills such as patience and planning while baking through understanding the importance of taking time to measure out the ingredients, waiting for the dough to be ready before they can manipulate it, and having to wait for them to bake. The BBC (2019) suggests that children develop their communication skills through baking, by reading the recipe with them, telling them what will happen next while we prepare the cookies, and by using describing words and asking them to describe what they can smell, taste, feel and see encourages them to use their communication skills.
Which values were demonstrated?
Drummond (2015) claims that children demonstrate responsibility when baking as they feel grown-up as they are doing what they usually see their parents and practitioners doing. Allowing them to do as much of it by themselves encourages them to take responsibility and grows their self-confidence to know they have achieved something.
What could have been done differently? Why?
According to the Foundation Phase (2015) children in nursery should be able to describe temperature during everyday activities, to improve my activity I could go through the different temperature terminology, for example hot, warm, cold and cool.

The Foundation Phase (2015) also state that children in nursery should be able to join in with mathematical songs, so next time I could sing while carrying out the measurements with them to reiterate the numbers from one to ten.

Element 3 Briefing Paper

Introduction

This briefing paper will allow practitioners to see the importance of reflective practice to ensure that they maintain quality services for young children. According to the University of Edinburgh (no date) reflection is a process used by practitioners to explore and examine themselves, their perspectives, experiences and actions. It allows them to see how to move forward.

Critical thinking

Hawaii education (no date) states that reflective thinking is a process within critical thinking that refers to analysing what has happened and making judgments. They mention Dewey (1933) suggesting that reflective thinking is an active and persistent belief that supports the current knowledge and further conclusions. Hawaii education (no date) suggests that reflective thinking, in critical thinking, allows practitioners to make judgements, to have the opportunity to think about how they solve problems and decide which problem-solving strategies would be appropriate.

Skills and knowledge

According to PACEY (2016), by continuing to reflect on their practice, practitioners would enhance their skills and improve their confidence and motivation, it would help them focus of their practice, they would be able to identify professional development needs and would support them to set themselves targets. PACEY (2016) state that by carrying out reflective practice it will turn into improvements for their setting, making the practitioner more efficient and enhancing their reputation.

Values

According to Welsh Government (2015) in order to become a reflective practitioner, it will require motivation, open-mindedness and a belief in its value. They say to reflect on a practitioner's own values, capabilities and well-being. PACEY (2016) claims that through reflection, practitioners would enable better outcomes for children as their individual needs would be met, their self-esteem would improve, and it would create an appropriate, interactive environment that would have suitable resources.

Gibbs reflective model

The University of Cumbria (2016) claims that a popular model for reflection is Gibbs six stage reflective cycle. They state that it starts off with a description of what had happened, then it goes on to how the practitioner was thinking or feeling, an evaluation of what was good and bad about the activity is next and then an analysis of the activity. The university of Cumbria (2016) states that Gibb's reflective cycle then says to conclude and state what else could have been done to better it, and finally it finishes with an action plan of what the practitioner would do differently.

Rolfe's reflective model

According to Brown (2017) Rolfe's reflective model is one of the simplest as it is based on three questions. The first stage of Rolfe's reflective model according to Brown (1017) is to describe what happened and chose what experience the practitioner would like to analyse and improve on. The second stage is for the practitioner to ask themselves what the experience means to them, and to ask their colleagues for feedback to make sure they get a comprehensive insight. Finally, Brown (2017), states that the last stage is to consider what steps the practitioner will take to improve their practice and learn from the initial experience.

Care Inspectorate Wales

According to Care Inspectorate Wales (2018) during their inspections, they talk and listen to the members of staff of the setting, the people using the service and the manager of the setting. After the inspection Care Inspectorate Wales (2018) inspectors may discuss their findings with the care providers and leave a post inspection feedback sheet with them. Then the final report would be sent to the care provider within twenty-eight days after the inspection and would be published on their website. The Care Inspectorate Wales (2018) give many opportunities to practitioners to reflect on their actions and experiences as they can read back on the feedback and the report and engage models of reflection to improve their future experiences.

Estyn

Estyn (no date) work with OECD, schools and local authorities to create a self-evaluation toolkit to ensure consistent levels of high-quality improvements. Together they will develop an all-round definition for school improvements processes and decide on a set of principles to support effective improvements. Estyn (no date) will use evidence from inspections that will identify what makes self-evaluation and the improvement process effective. Estyn (no date) state that self-evaluation is important as it is a weak area in school inspections. They say that their work will help support those issues and improve the education for the children.

Welsh Government

Welsh Government (2015) state that reflective practice is important as it improves the quality of practitioner's work, its benefits children's development and education and reflective practice puts the practitioner in control of their own learning. According to Welsh Government (2015) reflective practice identifies new knowledge, skills, self-awareness and it allows practitioners to identify different ways of looking at their own actions. They claim that reflection can support whole-school improvements through completing self-evaluation reports and reflecting as a team to improve school actions. Welsh Government (2015) says that in order to reflect effectively, practitioners need to identify where best to reflect, whether it is in the garden, library or at home, as long as they can create an environment where there are minimal distractions and they can dedicate their time to do serious reflection.

Conclusion

Reflection, as stated by many sources, is important when working in any setting, it boosts confidence, improves skills and knowledge, and it better the care and education that children are already experiencing. Practitioners evolve their understanding of themselves and their capabilities through reflecting on their actions and experiences, which improves their care settings. From this information, practitioners should embrace reflective practice and undergo reflection after every situation or activity which will allow better practice.

Welsh Government. (2015) 'Reflective practice'

<http://learning.gov.wales/docs/learningwales/publications/150611-reflective-practice-booklet-en.pdf>

[Accessed: 20th January 2019].

PACEY. (2016) 'Developing self-reflective practice' [https://www.pacey.org.uk/Pacey/media/Website-files/PACEY%20member%20practice%20guides%20\(PDFs\)/PG04-self-reflective-practice.pdf](https://www.pacey.org.uk/Pacey/media/Website-files/PACEY%20member%20practice%20guides%20(PDFs)/PG04-self-reflective-practice.pdf)

[Accessed: 20th January 2019].

Element 4 Personal Development Plan

Area for further development	Why?	How?	Who/Where?	When?
1. Knowledge Sign Language	Carry out a sign language course to broaden my job opportunities.	Pay £20 to take part in a sign language course online.	Carry out the course on the British-sign.co.uk website.	3 rd June 2019.
1. Knowledge Baby Massage	Carry out a baby massage course to improve my abilities.	Pay £20 to take part in a baby massage course.	Carry out the course during employability week and UWTSD Carmarthen campus.	22 nd January 2019.
2. Skills Leadership	I will improve on my leadership skills to better my opportunities as a manager.	Carry out a team building exercise and make myself the lead coordinator.	While working in Camau Bach nursery I will arrange it with my colleagues.	20 th July 2019.
3. Skills Organisation	I will improve on my organisation skills to ensure I turn my assignments in on time.	I will organise when I should start an assignment, give myself more time to look for appropriate research and read over my work.	I will carry most of it out in UWTSD Carmarthen campus library, and at my own home.	Currently ongoing.
4. Values Creative	I will further my development on being creative with carrying out my activities with children.	Take time to plan out thorough activities with as much creativity as possible, make sure I have all the essentials, carry it out with the children and ask the children for feedback.	I will carry out my activities with the children who attend the nursery I work in, Camau Bach.	30 th January 2019.

5. Values Expressive	I will improve this value as I need to be more expressive with my emotions towards children, to encourage their expressions.	I will practice being more expressive towards children when reading books to them, expressing more what the characters of the book feel.	I will carry out my storytelling with the children who attend the nursesey I work in, Camau Bach.	1 st February 2019.
-------------------------	--	--	---	--------------------------------

Reference list

- ATL. (2016) 'Playing to learn' PED16-ATL-playing-to-learn-2016.pdf [Accessed: 14th January 2019].
- BBC. (2019) 'What children learn through cooking?' <http://www.bbc.co.uk/guides/z2xmtfr> [Accessed: 15th January 2019].
- British Sign. (no date) 'Introducing British Sign Language' <https://www.british-sign.co.uk/learn-online-british-sign-language-course/> [Accessed: 20th January 2019].
- Brown, N. (2017) 'Reflective model according to Kolb' <http://www.nicole-brown.co.uk/reflective-model-according-to-kolb/> [Accessed: 11th January 2019].
- Brown, N. (2017) 'Reflective model according to Rolfe et al' <http://www.nicole-brown.co.uk/reflective-model-according-to-rolfe/> [Accessed: 20th January 2019].
- Care Inspectorate Wales. (2018) 'Our Inspections' <https://careinspectorate.wales/providing-a-care-service/our-inspections> [Accessed: 20th January 2019].
- Carleton University. (2019) 'Why experiential learning is important' <https://carleton.ca/experientialeducation/why-experiential-learning-is-important/> [Accessed: 15th January 2019].
- Drake, J. (2004) 'Baking time' <https://www.nurseryworld.co.uk/nursery-world/news/1102998/baking> [Accessed: 14th January 2019].
- Drummond, L. (2015) 'How cooking helps kids learn' <https://www.kidspot.com.au/school/primary/learning-and-behaviour/how-cooking-helps-kids-learn/news-story/098034a74ea30f00778672646c96f5f2> [Accessed: 15th January 2019].
- Estyn. (no date) 'School self-evaluation for improvement project' <https://www.estyn.gov.wales/self-evaluation-and-school-improvement-project> [Accessed: 20th January 2019].
- Ferreira, S. (no date) 'Reflecting in and on action' http://web.mit.edu/cil/web_scripts/www/work/Reflecting%20in%20and%20on%20Action%20CoLab.pdf [Accessed: 14th January 2019].
- Foundation Phase. (2015) 'Curriculum for Wales' <https://beta.gov.wales/sites/default/files/publications/2018-02/foundation-phase-framework-revised-2015.pdf> [Accessed: 15th January 2019].

Foundation Stage. (no date) 'Learning through play in early years'
http://www.nicurriculum.org.uk/docs/foundation_stage/learning_through_play_ey.pdf

[Accessed: 14th January 2019].

Hawaii Education. (no date) 'Reflective Thinking'
[http://www.hawaii.edu/intlrel/pols382/Reflective%20Thinking%20-](http://www.hawaii.edu/intlrel/pols382/Reflective%20Thinking%20-%20UH/reflection.html)

[%20UH/reflection.html](http://www.hawaii.edu/intlrel/pols382/Reflective%20Thinking%20-%20UH/reflection.html) [Accessed: 19th January 2019].

Kids Health. (2014) 'Cooking with Preschooler'
<https://kidshealth.org/en/parents/cooking-preschool.html> [Accessed: 14th January

2019].

Lindon, J. (2012) *Reflective practice and early years professionalism*. (2nd ed).
London: Hodder Education.

Missio, E. (2016) 'Learning' <https://www.cbc.ca/parents/learning/view/5-life-skills-kids-learn-when-they-cook> [Accessed: 14th January 2019].

PACEY. (2016) 'Developing self-reflective practice'
[https://www.pacey.org.uk/Pacey/media/Website-](https://www.pacey.org.uk/Pacey/media/Website-files/PACEY%20member%20practice%20guides%20(PDFs)/PG04-self-reflective-practice.pdf)

[files/PACEY%20member%20practice%20guides%20\(PDFs\)/PG04-self-reflective-practice.pdf](https://www.pacey.org.uk/Pacey/media/Website-files/PACEY%20member%20practice%20guides%20(PDFs)/PG04-self-reflective-practice.pdf) [Accessed: 20th January 2019].

Solent University. (no date) 'Archived Material (Reflection)'
<https://learn.solent.ac.uk/mod/book/view.php?id=2732&chapterid=1113> [Accessed:

11th January 2019].

University of Cumbria. (2016) 'Gibbs reflective cycle'
<https://my.cumbria.ac.uk/media/mycumbria/documents/ReflectiveCycleGibbs.pdf>

[Accessed: 20th January 2019].

University of Edinburgh. (no date) 'Reflection: What is it and why is it useful'
[http://www.docs.hss.ed.ac.uk/iad/Learning_teaching/Academic_pastoral/Reflect/Refl](http://www.docs.hss.ed.ac.uk/iad/Learning_teaching/Academic_pastoral/Reflect/Reflection_explanation_HO.pdf)

[ection_explanation_HO.pdf](http://www.docs.hss.ed.ac.uk/iad/Learning_teaching/Academic_pastoral/Reflect/Reflection_explanation_HO.pdf) [Accessed: 18th January 2019].

Welsh Assembly Government. (2011) 'Foundation Phase child development
assessment profile' <https://dera.ioe.ac.uk/3642/1/110517foundassessmentten.pdf>

[Accessed: 14th January 2019].

Welsh Government. (2015) 'Reflective practice'
[http://learning.gov.wales/docs/learningwales/publications/150611-reflective-practice-](http://learning.gov.wales/docs/learningwales/publications/150611-reflective-practice-booklet-en.pdf)

[booklet-en.pdf](http://learning.gov.wales/docs/learningwales/publications/150611-reflective-practice-booklet-en.pdf) [Accessed: 20th January 2019].