

Element 2 Reflective log

Brief description of the activity
When working in placement, I conducted an activity making Christmas Cards by finger painting, with four to five-year olds. I would take one child at a time from a group of thirty-three children. The Ratio for children this age according to ChildCare.gov (2018) is one member of staff to ten children.
Aim/Objective of the activity
The aim within this activity was to produce Christmas cards for the children's families by finger painting. Within the Foundation Phase Framework (2015) it insists that children within the Foundation Phase should have the ability to make progress in creativity areas, the areas that fit into the activity I conducted are the following, ➤ explore and experiment with a variety of techniques and materials ➤ mix, shape, arrange and combine materials to create their own images and objects that communicate and express their ideas, feelings and memories creatively ➤ develop and use their understanding of colour, line, tone, texture, pattern, shape and form ➤ develop their understanding of planning, designing, modelling, modifying and reflecting ➤ design and make simple products and mechanisms ➤ reflect on their own and others' work.
Your role
Within the task, my role was to set up and supervise the activity. As the individual in charge, I had the responsibility to collect the resources we needed, and also set the resources out ready for the children. After I had done this, I supervised and assisted the children one by one in creating their own Christmas cards. My role was also to keep the children focused and on task throughout the activity.
Positive aspects – why?
Throughout the task, I felt there were a number of positive aspects. The first being enjoyment. I found that children would find this task joyful and fun as they had the

opportunity to play with paint and get messy. This is supported by the theory of both Piaget (1952) and Vygotsky's (1978) play theories. I also felt that since the children were able to come out one by one they had more opportunity to interact with me and also take their time and not be influenced by the designs of other children. I felt that this activity also allowed children to be more creative than they usually are in the classroom since the class was such a big group. The activity also allowed room for development of key factors within the children and it also allowed me to develop as a practitioner as I was faced with different challenges that I had not experienced.

Challenging aspects – why?

Throughout the activity, there were also many challenging aspects. The biggest challenging aspect I discovered was the lack of time within schools that practitioners have, once the task was started there is limited time between set time tables created by the schools, we have to complete the task, adding to this challenging aspect, is the number of children within the class there are to get through. I found that having the children one by one was beneficial in some aspects, but within the time aspect was not. Adding to this, I was sat inside the classroom where the other children were able to access and engage with the child completing the task, I felt that this was challenging as the children would get distracted and more time would be wasted. Within the school, there was limited resources which meant children did not have the range of materials that were needed to complete all of the Christmas cards, this resulted in children not engaging fully within the task as they were not happy with the colours and shapes used.

What knowledge was demonstrated?

Throughout this activity, the children were able to display a vast amount of knowledge. The children were able to identify different shapes and colours throughout the activity as they had to use different shapes and colours to produce the paintings. Within the Foundation Phase Framework (2015), it suggests that children should explore colours using different materials. The Foundation Phase (2008) also implies that children should have the chance to play shapes and make pictures from different shapes. The use of pencils and other drawing materials were also used during this activity, this would develop the children's fine motor skills, and

also fits in with the Foundation Phase Framework (2015) that children should have the opportunity to explore the different effects from materials such as pens and pencils.

What skills were demonstrated?

Within the activity, the children had the opportunity to develop a number of their different skills. The first being thinking. They were able to decide what design they wanted on their Christmas card and think about how they would carry it out. Within the Foundation Phase (2008), it suggests that children should have the opportunity to plan, develop and reflect throughout an activity, this would then supply them with a deeper understanding of the topic. This activity also allows children to develop their communication skills, this is because they were communicating with me and discussing the shapes and colours. Within the Foundation Phase (2008) children should have the chance to develop their oracy, reading, writing and widen their communication.

Which values were demonstrated?

During this activity, the children were able to demonstrate a number of different values. The first value that was demonstrated was patience, this was demonstrated by the children waiting for their turn and also taking their time and completing the task on hand. Within the Foundation Phase (2008) it suggests that children should be given the right amount of time to complete each task given and also be supported throughout. Another value I seen demonstrated was the children being non-judgemental to each other's work. Within the Foundation Phase (2008) it exclaims that children should have the opportunity the develop their non-judgemental value by supporting each other and develop their socialisation with other children.

What could have been done differently? Why?

If I was to do this task again, I would do a number of aspects differently. The first aspect is, I would take bigger groups of children to cut down the activity time. Since the ratio supplied by ChildCare.gov is one member of staff to ten children, I am able to take a much larger group of children instead of just an individual child. I found that within the task, after a number of children, I found the task very boring and tedious.

I felt that a percentage of the children should have been challenged more within the task as it was easy.

Reflection

What is Reflection?

According to Gillingham and Melendez (2007) and Neil, Cropley, Wilson and Faull (2013), reflection, reflectivity, reflective practice, reflective praxis and critical reflection are often used to describe the process of reviewing an individual's work. Ixer (2016) states that reflection has,

'A new proposition of conceptualising reflection as an integrated quality within our values and the virtue ethics that govern our moral and analytical thinking. In this sense reflection is neither a skill nor knowledge but part of the phenomenology of moral reasoning and critical thinking.'

(Ixer, 2016)

Professional Practitioner

There are a number of different opinions of what makes a professional practitioner. Kemmis (2010) describes the professional practitioner as a 'rich and complex notion'. However, Campbell, McNamara and Cilroy (2004) explains that professional practitioners have strong links with appraisal and performance management. Campbell et al (2004) goes on to suggest that within the Early Years Foundation Stage, professional practitioners should have the ability and skill to practice different techniques throughout reflection and work. Bleach (2014) provides readers with the information that reflective research aids practitioners to develop their own work and professionalism. Within Schön's (1983, 1987) 'Educating the Reflective Practitioner', it is explained that reflection is the viewed as a 'gateway' to knowing and understanding the different issues that may arise in everyday practice.

Values

According to Pendleton (2002), values are views that are held deeply and act as guiding principles for different individuals and practitioners. Pendleton (2002) goes on to suggest that once values are announced and followed, they set up a basis of trust. Values that are suggested by Pendleton (2002) are the following,

- Dependability
- Loyalty
- Open-Mindedness
- Empathy
- Motivation
- Non-Judgemental

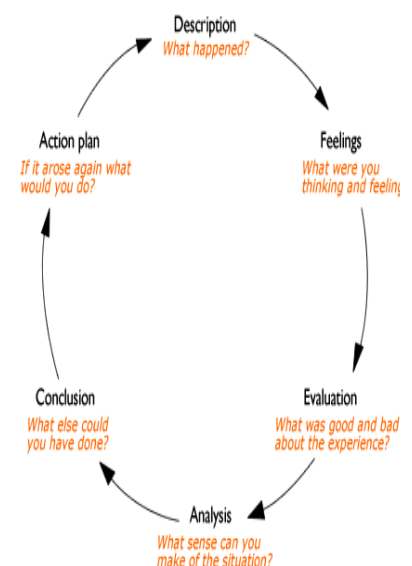
Lightfoot and Frost (2014) exclaims that reflection can promote practitioners to build and develop on each of these points by viewing their own work. Linking this to Gibbs (1988) reflective cycle, practitioners would have the ability to go through their work and improve by each step.

Skills

Fisher (2010) explains that specific skills and associated with different behaviours. Fisher (2010) goes on to suggest that adapting to different skills would provide the practitioner with the ability to develop their professionalism. However, Fisher (2010) also exclaims that not all skills are appropriate to do this. Some examples of skills that are appropriate stated by are the following,

- Communication
- Decision Making
- Time Management
- Self-Motivation

Bleach (2014) exclaims that the reflective process provides information that reflective research aids practitioners to develop their own skills by overlooking previous tasks that has been conducted. Linking this to the work of Gibbs (1988), practitioners have the option to review work they have done and reflect using the Reflective Cycle (1988)



(Gibbs' Reflective Cycle, 1988)

Care Inspectorate Wales

Care Inspectorate Wales (2018) are an independent regulation of social care and childcare within Wales. Care Inspectorate Wales (2018) register, inspect and also take action to improve the different services with quality and safety for the well-being of service users within Wales. Care Inspectorate Wales (2018) have a number of core values, these including Integrity and Respect. Care Inspectorate Wales (2018) inspect a wide range of services, including,

- Care/Residential Homes
- Placement scheme
- Child Day Care
- Fostering and Adoption Agencies

Care Inspectorate Wales (2018) follow strict regulations from Care Standards Act (2000), Children and Families (Wales) Measure (2010), and the Regulation and Inspection of Social Care (Wales) Act (2016). Care Inspectorate Wales (2018) state that to gain an excellent rating, the service must provide evidence to prove there is commitment to the ongoing improvement with a number of strengths, including significant examples of sector-leading, practice and innovation. The service should also provide high quality care and support but should also have the capacity to make strong contribution to improving children's well-being. Bengtsson (2006) inform individuals that using a reflective cycle will aid the development process. Relating this to the work of Gibbs (1988) when Care Inspectorate Wales (2018) reviews their inspection process, they would have the option to follow Gibbs' (1988) strategy. This would allow Care Inspectorate Wales (2018) to identify flaws within their work and develop the different professional Practitioners within the workplace.

Conclusion

Overall, there are a number of different aspects that the reflective process can improve upon. Professional Practitioners are able to develop their skills and values by reviewing themselves and following a reflective cycle such as Gibbs' (1988). When reviewing both Care Inspectorate Wales (2018) and Estyn (2018), there were many sections where both businesses followed the same procedure of inspection, and both could use reflection to develop their own process.

Estyn

Estyn (2018) was established under the Education act (1992), and is independent of the National Assembly for Wales, however receives funding from the Welsh Government under the Wales Act (1998). Estyn (2018) inspect and review the following services,

- Schools
- Nurseries
- Units
- Further Education
- Teacher Education and Training

Estyn (2018) provide the stated provisions with information and guidance on what they class as an 'Excellent' service. Estyn (2018) works with the aim to highlight the effective practice that they identify and provide advice within their inspections on how provisions are able to improve. Within Estyn's (2018) guidelines book, they supply individuals with the information that the inspection consists of,

- Standards
- Wellbeing and attitudes to learning
- Teaching and Learning Experiences
- Care, Support and Guidance
- Leadership and Management.

Estyn (2018) suggest that an excellent provision should provide a high level of each of the stated subject areas. If the previous inspection was not successful, then provision should review and reflect on their own work and improve. Bengtsson (2006) informs individuals that a reflective cycle such as Gibbs (1988) will aid a process and work together with the information a provision has received from Estyn (2018) to improve the standards within. Reflection from these processes, will also aid the development of professional practitioners.

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Element 4 Personal Development Plan

Area for further development (provide further details)	Why? What it is	How? How ill do it	Who/Where? Where	When?
1. Knowledge	When I finish this course, I would like to go onto Teaching Children with Additional Needs under the ages of six.	I will be doing this by applying to the PGCE Teaching Training course. To do this, according to the university page I would need to achieve a minimum 2:2 honours degree, to do this I would work hard at my assignments and keep on track to do the best I am able to do.	The course will take place in University Wales Trinity Saint David, Swansea campus, Wales.	I will aim to apply for the course September 2019 ready to start the following September of 2020.
2. Knowledge	When I finish this course, I would like to go onto Teaching Children with Additional Needs under the ages of six.	To be able to teach children, I would need to complete a PGCE Teacher Training degree, the entry requirements for this course,	The course will take place in University Wales Trinity Saint David, Swansea campus, Wales.	I will aim to apply for the course September 2019 ready to

		stated on the website, suggest that applicants need at least a Grade B in both English Language and Maths, retake my GCSE Maths and English Language to achieve Grade B or higher.		start the following September of 2020.
3. Skills	To build my knowledge and understanding with Children who have additional needs, I would have to gain experience within a setting to be able to do this	From researching, I have found multiple school settings which aid children who have additional needs and disabilities. The school that fits the area I need to develop the most would be Ysgol Pen-Y-Bryn. To find out if I am able to attend a placement there, I would have to contact the Head Teacher and arrange a meeting so we can discuss the field I am looking to work in and how I am able to achieve	Ysgol Pen-Y-Bryn is located in Morriston, Swansea Wales.	I will aim to complete these steps in the near future, my goal is to do this by March 2019.

		this, also if they have any information they can provide me with. To be able to attend a placement within this setting, I would have to provide the setting with a full and up to date Disclosure and Barring Service certificate.		
4. Skills	To build my knowledge and understanding with Children who have additional needs, I would have to gain experience within different settings to be able to do this	When researching schools to discover new opportunities I discovered Ysgol Crug Glas. They state within their website that the school is apart of the Pioneer Special Schools group that was produced from the Donaldson Report. The school provides support and education for individuals aged three to nineteen years old. To gain experience within this setting, it states I would have	Ysgol Crug Glas is located within Swansea, Wales.	I will aim to complete these steps in the future and complete the experience throughout my final year within this course, September 2019.

		to arrange a meeting to discuss my different skills and attributes to discover if I am able to attend there. To be able to attend a placement within this setting, I would have to provide the setting with a full and up to date Disclosure and Barring Service certificate.		
5. Values	When working with children who have additional needs. Maternal and Early Years for Early Years Workers.org (2010), suggest that there are a number of different values staff workers would need, firstly Patience.	To further develop my Patience, I would have to gain more experience with Children who have additional needs. Early Years for Early Years Workers.org (2010) suggest that Patience is important as children who have additional needs sometimes would need more time to complete tasks, and no	This would take place in both Ysgol Crug Glas in Swansea and Ysgol Pen-Y-Bryn in Swansea.	I aim for this to be completed by September 2020.

		matter how long it takes the student to finish the task, the teacher must give the child the time they need and also support. I feel that I would gain the best experience and ability to develop my values from shadowing a teacher, this could be done while I gain experience in Additional Needs schools. To be able to attend a placement within this setting, I would have to provide the setting with a full and up to date Disclosure and Barring Service certificate.		
6. Values	When working with children who have additional needs. Maternal and Early Years for Early Years Workers.org (2010), suggest that there	To develop my willingness to Accept different children, I feel this would best take place within a setting. According to Early Years for Early Years	This would take place in both Ysgol Crug Glas in Swansea and Ysgol Pen-Y-Bryn in Swansea.	I aim for this to be completed by September 2020.

	are a number of different values staff workers would need, Secondly Acceptance.	Workers.org (2010) all teachers and individuals who work alongside individuals who have additional needs with various problems need to have the willingness to accept all children with the difference they have. This would also include children who have trouble communicating. I feel that I would gain the best experience and ability to develop my values from shadowing a teacher, this could be done while I gain experience in Additional Needs schools. To be able to attend a placement within this setting, I would have to provide the setting with a full		
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		and up to date Disclosure and Barring Service certificate.		
7. Other?	Within the Course I am undergoing, Early Years Education and Care. There is a need to complete a placement with babies and young children to gain experiences with all ages.	To gain experience with young children and babies, I would have to find a suitable setting that facilitate to these ages. From doing research, I have found multiple day nurseries that are open to students volunteering and attending work placements within their settings. To be able to attend a placement within this setting, I would have to provide the setting with a full and up to date Disclosure and Barring Service certificate.	The Day nursery I have found to undergo a Work Placement is Gower Day Nursery in Penclawdd, Swansea.	I aim to complete hours within this setting by September 2019.

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