

Element 2 Reflective log

Brief description of the activity
We did a cooking session with the children in flying start, they made pizzas. We used muffins for the base, we included tomato puree, mixed vegetables & mozzarella. There were 12 children in each session, we had three play workers and myself the student. The correct ratio for children of two years old according to National Association for the Education of Young Children (2008) is four children to one adult, this means we had more than enough adults to supervise the activity.
Aim/Objective of the activity
The children will learn to develop their fine motor skills more because we did self-serve in the activity, allowing them to put the ingredients on the pizza base themselves, the children will also be able to practice and improve their tripod grip development. The children were able to explore their senses, in regard to new ingredients and different textures in the food. At flying start they are a healthy school aiming to find ways to cook food healthier, making a healthy alternative for the children and for them to enjoy it. The children were able to see and learn the sequence of making something, cooking it and then being able to eat it, rather than at home the children are more likely to just be given food to eat rather than shown the sequence involved before being able to eat it. The discussion once the pizzas were made was an important factor as the children can recall what they have done to support their brain development.
Your role
My role included preparing the table for the children to take part in the activity, preparing the plates, cutlery, the bags for the pizza to go into. I was not allowed to prepare the ingredients because you need to be health & safety and health & hygiene trained and have a certificate for it. My role also included guiding the children in the process of making the pizza, firstly putting a small amount of tomato puree on their muffin, showing the children how to spread the tomato puree all over the muffin. I also had to pass around the ingredients to the children and let them self-serve, this was done by putting the plate near them, giving them the spoon to pick up the ingredients with and allowing them to try to do it themselves.
Positive aspects – why?
It was a new experience for the children, they thoroughly enjoyed the activity and were excited about taking it home to bake in the oven. It gave the children abilities to develop and practice new skills such as fine motor skills, it gave them the opportunity to see how food is made. It also gave the opportunity for the parents / guardians of the parents to see that the children do cooking in school and it is an activity they could easily do at home with their children, a fun way to engage and have fun with their child.
Challenging aspects – why?
Allowing the children to put the ingredients on the pizza themselves, some of the children could not grasp the idea of using the spoon themselves and how to put the ingredients on the spoon, this is purely due to their age because they are so young. We had a time scale to complete this activity which put pressure on us because the children we not quick in making their pizzas and we did not have much time, at times we would want to take over from the children and put the ingredients on the pizza ourselves.
What knowledge was demonstrated?
Cleanliness is a knowledge which was demonstrated to the children within the activity, making sure that their hands were washed before the activity and the staffs' hands were washed also, we would sing a hand washing song to the children as we were taking them to the toilet for encouragement. ensuring the environment that they were making the pizza in was clean. Sequencing was demonstrated to the children, allowing them to see which ingredient goes first and what goes next and so forth. Basic maths skills were also implemented to the activity, counting with the children how many tomatoes were going to go on their pizza for example. We also implemented trying to keep the children aware of

the different foods going on their pizza by telling them what the ingredient was as they may not recognise the ingredient when it is chopped up.
What skills were demonstrated?
The children would develop confident skills through giving them the opportunity to cook, they gain a sense of accomplishment for the efforts they made and the end result of their pizza. It is important for us as staff we ensure that the children are aware they did well in the activity, this gives them the confidence to be willing to do it again or even to ask their parents if they do it at home. I demonstrated team work and sharing skills with the children by ensure they were sharing the ingredients with their friends and if they refused, I would explain to the children the importance of sharing.
Which values were demonstrated?
Some of the children found the activity more difficult than others, I ensured that I helped those who needed it the most so that they had the best possible outcome of the activity. During the activity, I ensured that good manners were demonstrated so if a child didn't say please or thank you, when I would give them something I would say thank you or please to them and they would tend to copy it back, this gives them a sense of manners and how they work. I demonstrated patience with the children during the activity, being aware prior to the activity that they would require help and guidance, they wouldn't be quick at doing the activity. I ensured I was understanding and there to give a helping hand and praise when required.
What could have been done differently? Why?
I think an alternative activity would have been better suited for the children, this is because the children were only two years old, a simpler cooking activity such as decorating biscuits would have been better. Due to the children's age their understanding of the activity was minimal however, this is because they may have never done cooking with at home and it was the first time for them to do it in flying start. There was nowhere to cook the pizzas due to health and safety reasons, so the children couldn't eat the pizza at the end see the end sequence in school. If we were allowed to cook the pizzas I think the children would have benefited from witnessing the end sequence.

Element 3 Personal Development Plan – Primary school teacher

Area for further development (provide further details)	Why?	How?	Who/Where?	When?
1. Knowledge	A PGCE must be completed for me to be able to become a primary school teacher, the Early years education and care (practitioner status) is not enough.	PGCE can be completed through a university, I believe that would be the better option for me. The PGCE programme typically runs for one to two years depending on the route you take.	The course is offered at university of Wales, Trinity Saint David's, the entry requirements include having a grade B in maths, English and a grade C in science. I do not have a B in maths and I do not have a C in science, I will have to resist those exams to be able to meet the requirements. For the PGCE I would apply for a student loan to be able to pay for it.	I would not be able to do the PGCE until I have the correct GCSEs, I plan to start the GCSE course once I finish my degree in 2020. I will start the September of 2020 and once I have finished the programmes, I will look to apply for my PGCE.
2. Knowledge	I need to re-sit my maths and science GCSE's, I need a B in maths and a C in science.	I can either complete it at Tycnoch college or I can complete it through oxford home schooling. My mums friend is a maths tutor and I would have her tutor me for extra help. The science course covers all aspects of science, biology, physics and chemistry.	The length of course for both is 9 months with exams at the end of them. The maths has 3 exams and the science 3 exams. The cost for maths through oxford home school is £375. The costs for the science through oxford learning is £725. They offer an interest free payment plan, I plan to save to	I plan to start my studies to re-sits my maths and science GCSEs when I complete my degree in 2020.

			be able to pay for these courses. There is no cost information for the maths and science resits with Tycoch.	
3. Skills	A requirement for being a primary school teacher is having initiative, leadership, supervisory, and team working skills. I believe that I have learnt aspects of these skills through my job, through my studies in university and through placement, however I am not confident in these areas when it comes to working with children. Being a teacher it is important that I am able to demonstrate these skills as this would have an impact on my performance as a teacher, which then have an impact on the children in my care.	I can continue to practice and develop these skills in placement by shadowing the play workers and my mentor, paying attention to how they use their skills and try to implement them to my own practice. I will try to take more leadership roles within the setting as I feel if I do that, my other skills will improve within. I currently work for a company called new directions and they offer courses to their employees of all kinds.	Flying start – Clase, I can work closely along aside, Aime Bowen a play worker and Julie Ace my mentor. Some of the courses new directions have available to me currently are; Class room management level 2. This is an online course. The course covers aspects to help develop class management skills, teaching style, providing positive lessons and how to deal with difficult situation. Another course available is cover supervisor cover, this course enables me to understand my role as a cover teaching assistant better, gives me knowledge on what is allowed and not allowed, ways to be able to familiarise myself with my role and responsibilities as a teaching assistant.	My shadowing with the play worker and my mentor is on-going until the end of my placement which will be summer of 2019. The courses available to me through new directions have been assigned to me and there is no time limit for me to complete them. I will look to complete during the upcoming weeks.
4. Skills	Being a primary school teacher it is important to have an imagination and creativity. In placement, they involve me in the planning for the children's activity and they give me tasks to come up with ideas for the	I will continue to practice my imagination and creativity, I will do this by continuing to implement ideas to the people I work with in placement.	Flying start – Clase, gathering ideas on the internet and YouTube. I am part of a volunteering group called Morriston play scheme, they do different workshops for	I will continue with implementing my ideas in placement until the end of my hours. I will see if there are any workshops of

	children for example for valentine's day I need to come up with ideas for the children to make something for their parents. Being in placement gives me the ability to practice and develop my imagination, creativity skills.	I tend to look online for ideas, I try them out at home, sometimes with my siblings to see if they are effective.	things such as developing face painting skills. These workshops are during the half term and summer holidays.	interest that I can take part in during the summer period.
5. Values	Adaptability is a core value I believe is important to being a teacher, I feel that I am an adaptable person and I have learnt this value in the work place. However, being adaptable to children can be different to being adaptable to customers, children need much more care and assistance. Being adaptable is important because each child has different needs, meaning that you have to be able to adapt to those needs.	Placement I have been able to learn to be adaptable with the children, and doing teaching assistant cover with new directions. I have been able to work with children with additional learning needs, they require me to be able to adapt to their needs.	Flying start – Clase, we have a little boy with additional learning needs, he requires one to one assistance, however I help with him from time to time. In placement, they have a language group for the children whose speech isn't clear or have no speech, I have sat in on sessions to see what the play worker does. When I do cover for teaching assistant, I need to be adaptable and ensure that I am aware of any important information about the children in regard to ways I can help their needs while I am there because I don't know the children personally as I cover in different schools.	Ongoing.
6. Values	Being able to listen and connect with people is another core value I believe is important to being a teacher. You need to pay attention to what the child is saying to you,	I have been able to learn how to listen to children and connect by shadowing in placement but through experience of working with the children.	Flying start – Clase New directions – teaching assistant cover.	Ongoing.

	you need to be able to listen to them and able to give them that time to explain what they want. The child will be able to tell that you are not paying attention and they may not confine in you again. You may be the only person who listens to the child, they may not get attention from their parents / carers at home so It is important for us to be able to give them that time. Not only is it important to listen and connect with the children but it is important that you are able to do this with your colleagues. Being on the same level as your colleagues is vital for the children's learning and development.	The children get so happy when you give them that time. When I cover for new directions, this value is interesting because the children tend to talk to me so much more as I am a new person in the setting.		
7. Other?	I have completed a safeguarding level one course; however, I want to refresh my memory and knowledge and I want to develop my understanding by completing level two safeguarding course.	I completed the level one safeguarding course through Moriston play scheme, I will complete level two safeguarding course with new directions.	The course is offered by new directions.	Date to be confirmed. Most likely summer period when I have more time.

Element 4

What is reflection?

'Reflection is a part of learning processing thoughts and thinking. We reflect in order to learn something or we learnt as a result of reflecting and the term 'reflective learning' emphasises the intention to learn from current or prior experience'. (Moon, 2004). Reflection is a form of learning, the Open university (2013) agree with Moon 2004 and they too explain that reflection is the process of looking and thinking about our experiences, actions, feeling and responses. You would analysis your experience in order to learn and improve from it.

Critical thinking

Critical thinking is a way of thinking, understanding and expressing yourself. According to Rasmussen college (2017) reflection is an important aspect for critical thinking. reflection promotes critical thinking and as Early years practitoners you reflect on your practice and which in time will help develop critical thinking skills which will help with your practice.

Objectivity

Objectivity is a way of not being bias in your practice, being fair and equal to all the children. According to infants and toddlers (2014) objectivity is important because it can affect the outcome result for the children and present false information is objectivity is not followed correctly. Reflection can help improve objectivity as you are reflecting on previous observations/ assessments you have done with the children.

Values

Values can be personal beliefs or can be a set of values set by governing bodies or communities to ensure children receive the best possible care and education. Precival (no date) explains that some of the values demonstrated are respect, honesty, patience, supportive. Through reflection you are able to practice and improve your values.

Example of models of reflection:

David Kolb 1984

According to Mobbs (no date) A person learns through discovery and experience. Kolb's cycle includes four stages;

- 1: Concrete experience – Doing something that you are assigned to.
- 2: Reflective observation – Stepping back and reviewing what has been done and experienced.
- 3: Abstract conceptualisation – Making sense of what has happened
- 4: Active experimentation – How to put what you have learnt into practice.

Donald Schon 1983 – Reflection-in-action and reflection-on-action

According to Goynor (2013) reflection in action is reflecting while you are in the situation, rather than waiting to see how you could do things differently in the future. Reflection-on-action involves reflecting on how the experience can be changed after the event, thinking back to what you have done and what would you do differently in the future.

Reflective practice is important within early years and as a professional practitioner because Professional Association for Childcare and Early years (2018) explain that reflection will benefit the children in your setting, it will benefit you as a practitioner both personally and professionally. It will help support you to continually improve. Through reflection you will achieve better outcomes for the children, some of these include;

- Their individual needs are met
- Their self-esteem is increased
- You will have a better understand of the kind of person the child is and have a better understanding of what they like and dislike.

According to J, Lindon. (no date) reflective practice is seen as vastly important within early years practitioners, Similarly Paige-Smith, Alice and Craft, Anna eds. (2008). Explain the importance of reflective practice within early years, furthermore they state that it helps to gain a deeper understanding of children's learning and developmental. Practitioners can reflect with colleagues, this can give each other a better understanding of the situation and how to improve it for the future.

Examples of good practice

Care inspectorate Wales (2018) are an independent regulator for social and childcare. They inspect and drive improvement for regulated services such as crèches, they ensure that services meet legislative and regulatory requirement. Early years setting receive these inspections and they have feedback so that they can reflect on their practice and see ways the can improve to better the experience and development for the children. They consider values as an important aspect of what they do and they state that the people are the heart of everything they do, some of their values include; Integrity, respect, caring, fair and professional. 'They regulate early years services using the regulations and national minimum standards made by the National Assembly for Wales and the Welsh Government.'

Estyn (no date) is independent of the national assembly for wales, they inspect nursery schools, primary, secondary schools and many others. They provide advice and guidance to the welsh government on quality, standards in education and training in wales. Practitioners are able to reflect from these inspections to provide better outcomes for the children.

Reflection is seen as a vastly important tool when it comes to early years, the ability to reflect doesn't come easy to all but through practice it will get better. It's a tool that's there to help yourself as a practitioner and also the children so that they can achieve their best. It is an on-going learning process which you can improve on throughout time, there are so many different ways to reflect and you have to just find the best way for you. Reflection can be very useful to those new to early years because it is like a guide for support however, it is just as important for those who are more experienced.

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