

Element 2 Reflective log

Brief description of the activity
The activity was a physical education lesson which took place in the school gym. The lesson comprised of a warm up session followed by use of the apparatus and was finished with a number of fun games.
Aim/Objective of the activity
• Promote physical activity in a safe environment • To teach children about the need to warm up our bodies before exercise • To develop an understanding of how physical activity effects our heartbeat • To develop skills in movement, balance, spacial awareness, and strength • Promote turn taking and team playing • Create an understanding of risk taking • Assess if children are reaching outcome four of the Foundation Phase Physical Development framework
Your role
My role throughout the activity was to plan and lead the lesson whilst ensuring the needs and safety of all children were met. I also had the responsibly of directing three other members of staff of their duties through effective communication.
Positive aspects – why?
The children responded well to all sections of the activity. Throughout the warm up session, they listened well and gained a good understanding of how their heart rates increased with physical activity. Throughout the apparatus section the children developed a range of skills in movement, balance and coordination. They really enjoyed pushing the boundaries of their ability with risk-taking. A number of children who previously would not attempt to walk across the balance beam unaided did so successfully. The activities were fun and engaging and throughout I was able to assess their development in line with the foundation phase framework.
Challenging aspects – why?
There were a number of challenging aspects to this activity. Included in the class of twenty-six were two children with additional learning needs, one of which has severe ALN. I aimed to ensure the participation of all children was possible, in line with UNCRC article 23 which states that children with a disability have the right to a special education. However, at times this proved more difficult than anticipated. The children with ALN have one to one support but with the shortfall in staff numbers, they are often used to support the whole class. With this in mind I asked one of the

learning support assistants to oversee the wall bar section as I felt the safety of the children was paramount. I choose the assistant whose pupil was the most capable of coping without a one to one. For the majority of the lesson this worked very well, I had buddied the ALN pupil (child A) up with one of the more able and talented children and she was responding very well. However, towards the end of the session child A was becoming disengaged and restless and I felt she would respond better to her LSA. Therefore, using reflection in action (Schon,1983) I lowered the height of the bench attached to the wall bars and informed the children they were not to go any higher than the set height. I then relieved the support teacher from her duties, so she could attend to the needs of child A. Although I felt happier and less anxious about the children's safety, a number of the children were disappointed they were not able to push the boundaries of their abilities.

Another challenging aspect of the activity was the time scale. With only an hour allocated for the session, I hadn't anticipated how long it would take to set up the equipment and how long the children would take to get dressed and undressed. This meant that the children only had 50 mins to partake in all the activities I had planned. This resulted in each section feeling a little rushed.

What knowledge was demonstrated?

- Physical development- planning a physical education lesson that was age appropriate and promoted physical development.
- Risk assessment- assessing possible risks and hazards and taking action.
- Individual learning needs- knowing which children needed support in various sections and observing any difficulties children may be experiencing.
- Knowledge of the foundation phase and the expected developmental outcomes.

What skills were demonstrated?

Throughout the activity I demonstrated-

- Leadership skills- directing and informing Staff members of their duties.
- Organisational skills- Organising children in to groups of similar ability, arranging equipment, keeping the lesson flowing within the allocated time.
- Social skills- working as part of a team.
- Patience- I was patient and attentive towards a pupil who displayed some challenging behaviour.

Which values were demonstrated?

Throughout the activity I demonstrated respect through an understanding that;

- Each child is different and has different talents and abilities
- All children have a right to participation

I showed appreciation for other professionals by utilising their skills in challenging circumstances.

I was enthusiastic and offered the children praise and encouragement.

What could have been done differently? Why?

Reflecting on the incident with the wall bars, I think I could have taken the risk of not lowering the height. I am aware that children should be exposed to activities where they can be adventurous and brave (McMillan, 1930). However, I was torn because I know children need to participate in adventurous risky play to develop their confidence, coordination and balance (Blyth, 2004, Bilton, 2010) but I felt fearful of the repercussions should an accident of occurred. This feeling of fear is acknowledged by Tovey (2010) who states many practitioners worry about the culpabilities they may face.

I felt that the children were really enjoying the apparatus section and they seemed to be getting a lot out of the experience through pushing the boundaries of their capabilities (Bilton, 2010). Unfortunately, and through my error, I cut short their enjoyment to move on to the next section. In hindsight I could have allowed more time on the apparatus and cut short some of the planned games for the end of the session. In future I would not plan so many activities to complete in such a short time scale.

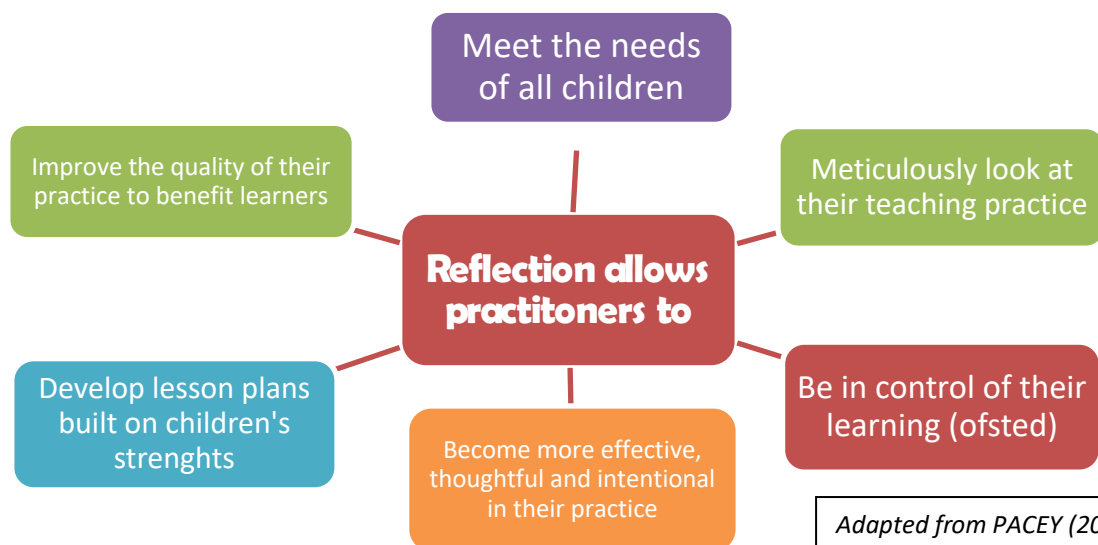


Reflective Practice

How reflection in the early years setting can ensure quality services are maintained

Source: Dream path, 2018

As an early year's practitioner, you want to provide the children in your setting with the best possible care. An excellent way to maintain and improve the quality of your practice is through reflection (PACEY, 2016). Reed and Canning (2010) boldly state that reflective practice 'underpins the work of an early year's practitioner'. This is a fair comment as a practitioner has to provide an enabling environment whilst protecting children, working in partnership with parents, and implementing the early year's curriculum, whilst adhering to a range of policies (Reed and Canning, 2010). To ensure all of these requirements are implemented successfully, they need to be thought about, tested and considered through reflection. Estyn (2017) state that the reflective process will result in an improvement to both teaching and learning.



Adapted from PACEY (2016)

A reflective practitioner should-

- Be conscious of their strengths and weaknesses.
- Think about how they work.
- Consider the effect their actions have on children.
- Analyse their teaching methods to refine the standard of their practice.
- Recognise and rectify problems.
- Be open minded and willing to try out new ideas (Early years crareers, 2015).

As you partake in the process of becoming a competent reflective practitioner, you could consider these key questions

- Why is reflection relevant to me and my practice?
- What is it?
- What does it look like?
- How do I do it?
- What are the benefits?

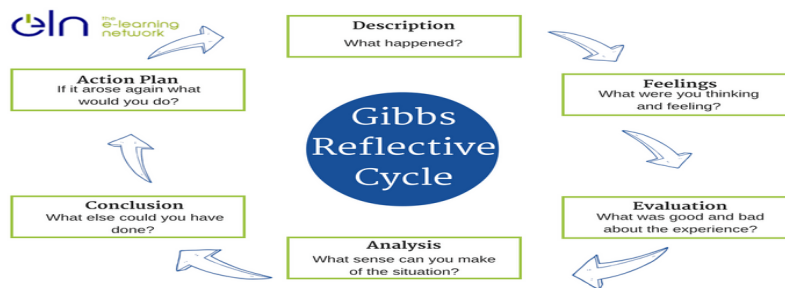
(Brookefield, 1995:7)

So, how can you become reflective?

There is a vast amount of information discussing reflective practice with a confusing profusion of terminology and interpretation (Appleby, 2010). There are however, a range of reflective models for assisting the practitioner in becoming reflective.

An example of two models of reflection which could be used in an early years setting are shown below

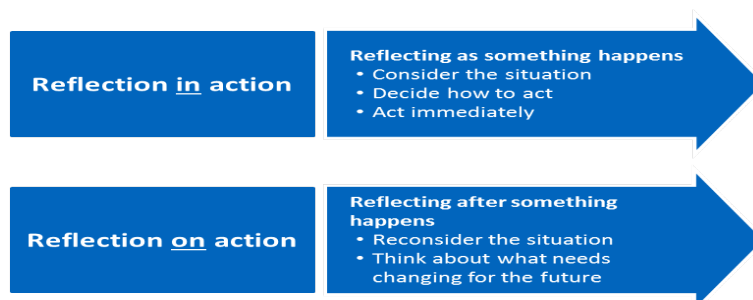
Gibbs Reflective Cycle



Source: e- learning network (2016)

As you can see, Gibbs's Reflective cycle consists of six stages in a continuous cycle and it was developed to be used in any learning situation. The first two stages guide you in providing a description of the situation and how you were feeling through-out. The following four stages allow you to evaluate, analyse, conclude and develop a plan of action (Brighton University, 09). The advantage of this cycle is that it breaks down reflection into an evaluation of the events. It allows you to make a clear link between what has happened and what you need to do in your future practice.

Schon's Reflection in action, Reflection on action model



Source: Cambridge community (no date)

Reflection in-action can be used during the situation allowing you to think on your feet, amending your practice to benefit the situation. This is an advantageous discipline as it allows you to react to the situation and decide on a method that will work best. As you develop your expertise in your practice, you will gain the ability to monitor and adapt your practice accordingly, thus ensuring that quality services are maintained within the early years setting.

Reflection on action is the process of reflecting on a situation after it has happened. It allows you to review, analyze and evaluate past events with the aim of gaining insight to improve your practice for future scenarios (Finlay, 2008).

Element 4 Personal Development Plan

Area for further development (provide further details)	Why?	How?	Who/Where?	When?
1. Knowledge Outdoor Learning	I would like to further extend my knowledge of the outdoor environment, so I could lead or run forest school classes throughout the school holidays.	Contact Swansea, Neath and Port Talbot Forest school and enrol on the Leading forest school- level 3 certificate	Cost £900 Caswell woods	September 2018
2. Knowledge PGCE	After the completion of my Early Years Practitioner degree, I would like to enrol on the PGCE or apply to the Graduate Teacher Programme.	Contact the Education Workforce Council (EWC)	South West Wales Centre of Teacher Education. Apply to student Finance	Apply September-January 2018 to begin September 2019
3. Skills Eklan Course	Develop my skills in working with children on the Autistic spectrum.	Speak to Huw Beynon (Speech and Language therapist)	Swansea	Dates to be arranged
4. Skills Building Blocks- Assessment Training	With my newly appointed position as the Nurse teacher to commence in September, I feel training in the 'building blocks framework' which my school follows, will be hugely beneficial. It will assist me through the assessment and planning process.	Discuss with the Foundation Phase coordinator.	Training will take place within the school and will be funded by my employee.	July 2018
5. Values Communicating with Parents/Carers	Develop my confidence in talking to parents and carers. Build strong relationships to enable	Observe more experienced teachers. Ensure availability to discuss any issues/ matters relating to	As children arrive at school. When sending children home.	Ongoing

	the best possible care for the children.	children by assisting the class teacher during the children's arrival and sending home.		
6. Values Rights respecting School	Although I have an understanding of the rights respecting school policy, further research would improve my knowledge to assist in the implementation.	Research the rights respecting school policy and the UNCRC to gain a more in-depth knowledge of the requirements.	Within School and at home.	Ongoing

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