

Element 1 - evaluate 2 models of reflection considering the advantages/ disadvantages of each as a tool for effective reflective practice within the early years - 1000 words

This essay will look at two different models of reflection both very similar but have their differences. It will look at both the positives and the negative aspects of both models of reflection and how they link to theory. The essay will focus on how each model of reflection is an effective tool when working in an early years setting. Both models will be critically evaluated so it is able to see what works for some settings and what does not work. There are a variety of different types of models of reflection that practitioners are able to use and improve their practice and ensure children receive the care and education needed. Models of reflection help us to critically reflect on past experiences and provide us with deep understanding which can help professional development Johns, C. (2013). There are advantages and disadvantages to each model and this discussion will focus on Gibbs and Kolb model in order to establish if they are an effective tool for reflective practice within the early years.

Reflection always looks at the knowledge of the practitioner. if they are able to present themselves as a professional worker and understand how children need to be supported and how they are able to reflect to improve the setting for the children. Having skills to be able to reflect will improve the setting completely and the value the practitioners have. Both Gibbs(1988) and Kolb (1984) include this in their reflective cycles.

Igoe (2016) discusses how Gibbs (1988) reflective cycle works and how it helps practitioners. She explains that we should describe the relevant details briefly, describing their feelings and whether it impacted the actions of what they did throughout the activity, evaluation the judgements they received at the time of the activity and how we as practitioners contributed to them. looking at the bigger picture. when analysing ensure you at it in depth and then you conclude the key points of what we learnt throughout and practitioners will be able to develop an action plan it is impossible to do everything right the first time its takes time and practice and using this will positively impact the way you reflect.

The first model that will be critically analysed is Kolb's Experiential Learning Cycle (1984). His model suggests that a concrete experience may then be followed by a process of reflective observation which can be a positive . This reflective observation can then lead to

the formation of abstract conceptualizations which can then be used to form active experimentation whereby the practitioner can use the newly developed principle. University of Leicester discusses Kolb (1984) came up with a new type of model of reflection called experiential learning practitioners are able to learn through discovery and the experiences and provides a more holistic model of a learning and reflection process. However the second model of reflection this essay is going to be discussing is Gibbs (1988) reflective cycle that thinks about everything in advance and takes into consideration in regards to how the child is feeling and their abilities. it also uses a more relaxed reflective cycle it looks all aspects and takes the children's feelings and abilities into consideration which is a positive aspect as it means they are thinking about how the children would feel..

Gibbs developed a reflective cycle which identified 6 steps to aid reflective practice. These steps included; Description, Feelings, Evaluation, Analysis, Conclusion, Action plan. This approach can be very positive and good in a variety of situations whilst playing with a child is one as it's not as concrete as Kolb's experiential learning cycle. Gibbs (1988) reflective cycle allows you to change the plan through out if it doesn't suit the children involved unlike similar models of reflection Gibbs (1988) allows the ability to take in to consideration of an adults feelings and emotions but also the children in different events.

Reynolds (2013) discusses in three minute video how Kolb (1984) a theorist that has focused on a type of model of reflection called experiential learning cycle that after the event has happened, it gives them the opportunity to reflect and it may also result in new ideas and having the ability to adapt and approach for the future. it increases the chance of improving as it is an ongoing process. Having the ability to do, think, conclude and adapt and then you do it all again, that's how it all improves by having a reusable ideas and thinking about the concept this is how Kolb (1984) believes we are able to reflect and improve.

In conclusion, there are a variety of reflective cycles that a practitioner is able to adopt when they are working in an early years setting with young children. You can adapt to a different amount of ways to reflect it is what works for the setting and the children and staff. So it is very important that practitioners and setting always consider the situation. It has shown that both models of reflection that have been discussed have their positive aspects and their negative aspects but it does appear that Gibbs (1988) have a more relaxed approach when

reflecting everything is not set in stone. if something needs to be changed there is an opportunity to change and adapt if needed. If it is not meeting the needs of the child we as practitioners are able to adapt and think about it for the future and how we can evolve. Although Kolb (1984) experiential learning cycle may help you to reflect after the event has happened Gibbs (1988) suits the early years setting due to it being more relaxed for the children and practitioners.

Element 2 - The importance of reflective practice as a means of maintaining quality services for young children and their families

Introduction

Today we are going to discuss the importance of reflection and how it can maintain quality in children's services. As practitioners we need to be able to reflect on past performances so that we can make an impact and improve the setting not only for us but for the children and the parents. We will discuss the reflection cycle by Gibbs and how it is used in a early years setting and how using it improves a children and young people's setting.

What is reflection?

Johns (2011) discusses what reflection is and how it is a learning experience. It is something that you have to do on a day to day basis. Everyday is a learning curve. Taking a moment out of your day to reflect on what needs to be improved can really impact the setting. Being able to learn through each and every day experiences.

Bleach (2014) discusses and explores the potential impact of continuous professional development (CPD) on practitioners identities as early year professionals. Bleach (2014) discovered through reflective practice and action planning practitioners views of themselves were altered. practitioners evaluated their own practice from being passionately involved and being able to reflect on their own knowledge and on early years quality and curriculum frameworks. Through this reflection they were able to develop ability to use professional language to accurately discuss children's learning and development with colleagues and parents.

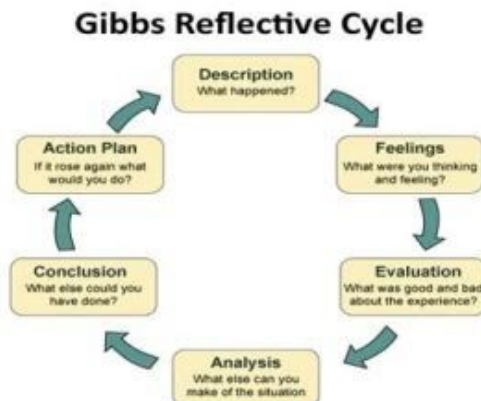
Cavilla (2017) discusses the effects of student reflection on academic performance and motivation and how being able to build these skills and enhancing them to be a tool for everyday life. It has been researched that having children and young people to reflect on their academic performance it gives them motivation to work and improve. the effect on young people's work on an affective level rather than a cognitive level.

Donaldson (2015) discusses in a report how if we were able to implement the formation and the ability to grow through teachers and early years practitioners becoming reflective. So this will be a proposal will be discussed and associated with the Welsh Government and Donaldson (2015) with the support of Professor John Furlong will be able to further educate teachers and early years practitioners will learn to become reflective.



Llywodraeth Cymru
Welsh Government

Government
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management
(2017)

Gibbs reflective cycle (1988) WordPress

Gibbs (1988) reflective cycle is used in a number of settings as it is an effective way to be able to work through experiences.

- **Description** of the experience
- **Feelings** and thoughts about the experience
- **Evaluation** of the experience, both good and bad
- **Analysis** to make sense of the situation
- **Conclusion** about what you learned and what you could have done differently
- **Action plan** for how you would deal with similar situations in the future, or general changes you might find appropriate.

This model of reflection is in place in nurseries and schools to be able to apply structure from learning experiences. It gives you opportunities to be educated in and plan from activities or situations that either went well or didn't go well. It gives you the time to look at what's gone well and how they can improve. This reflective cycle helps you make sense of an experience.

Enfield and Bird (2011) discusses reflection and how it support the teachers in education. By implementing co-teaching and reflection in to their daily routines with the children is beneficial as it supports continuous improvements. They need these experiences to improve and get better. Giving structure and reflecting can influence the teachers and children's future.

Conclusion.

After discussing why reflection is so important and looking at a number of opinions from others it has come to light that it is vital that we use reflection in all settings otherwise settings won't know how to improve.

Gibbs (1988) reflective cycle is used in settings and can be put in place to help you learn from your experiences. The experiences that can shape them and the setting into who they are. However, to expand and develop into as a person experience alone is not enough. Setting and practitioners need to reflect on the important experiences to form theories, rules, and principles that will make you better at your job.

The ability to main a setting by reflecting on practice is what helps improve the quality of the setting. Giving practitioners the opportunity to grow and improve will help all the difference.

Elfen 3 Log adferol – Element 3 Reflective log

<i>Disgrifiad byr o'r gweithgaredd (dim mwy na 50 o eiriau)</i> <i>Brief description of the activity (no more than 50 words)</i>
Make up Mind up day. I will give 4 children all three years old an opportunity to gather resources independently. they will be able to create something out of cupboard and they are able to choose from a range of resources including paint, glue, sticking, drawing and sketching.
<i>Nod/Amcan y gweithgareddau</i> <i>Aim/Objective of the activity</i>
Giving children the opportunity to be able to ask questions and ask for support when needed and have the independence to be able to make their own choices when gathering their resources and to be able to use their own imagination whilst being creative.
<i>Eich rôl chi</i> <i>Your role</i>
My role throughout this activity will be taking notes of how the activity is going and make stages the children are completing and if they are meeting their development areas. whilst being adult supervision. supporting the children by answering their questions when needed and supporting them whilst they gather all their resources. ensure all resources are at a child's level to encourage the child led throughout this activity
<i>Agweddau cadarnhaol – pam? Sut gellid datblygu'r rhain ymhellach?</i> <i>Positive aspects – why? How could these be developed further?</i>
The positive aspects this activity has created is that by giving children their own choices to create something out of cupboard gives them the self confidence they need to grow. also gives them the opportunity to be independent and use their own imagination. This will support their development as they will learn to problem solve and make choices.
<i>Agweddau heriol – pam? Cysylltwch a'ch arfer eich hunan. Challenging aspects – why? Link to your own practice.</i>
I found being the only adult involved it was difficult keeping all four three year old children engaged in the activity is always a task as they are young and their attention span is very different to what adults are like. I need to ensure I use correct ratios. Also children having the ability to ask questions and to be able to problem solve as they are young and their ability to do these tasks may be limited. It was challenging in due lack of resources.

Pa wybodaeth wnaethoch chi arddangos? What knowledge did you demonstrate?

The ability to understand and take into consideration of their ages and the stages they are going through and what they need to do to meet their developmental stages. The children are considered when the activity is being planned to ensure that the ratios are correct 4 children to one number of staff is the correct ratio. if there was a child with disabilities then it would be ensured that the activity would be adapted for them. it is ensured that it is challenging so they are able to meet all the different stages of their development. I ensured I knew their were the correct resources available for the children.

Pa sgiliau wnaethoch chi arddangos? What skills did you demonstrate?

The skills I have demonstrated throughout this activity is that I was able to use my communication skills with children by answering questions and being able to gather resources when they ask for support. Also adaptability being able to adapt to any situation and problem solving. Using my creativity to show the children how to create something out of the resources that I have given them and ensuring i use my time management skills.

Pa gwerthoedd wnaethoch chi arddangos? Which values did you demonstrate?

The values I presented during the activity is the importance of decision making and believing in the children's decisions. allowing children to be able to problem solve and make all their choices. promoting equality throughout planned activities.

Beth allai cael ei wneud yn wahanol yn y dyfodol? Pam? What could be done differently in future? Why?

Making it more a group activity encouraging the children to use social and communication aspects so the children are able to ask questions not just with me but with each other because it will help encourage them to use these skills more often.

Vygotsky's learning theory ZPD MKO ([Sarikas](#), 2018) looks at scaffolding on a scholar blog and discusses that scaffolding is a type of teaching method that encourages young children to be able to learn more by working with a practitioner one on one as it may help the child be advanced for the children to achieve their learning and development goals. Scaffolding encourages the young children to engage in the activity in a group environment and encourages children to develop their social and communication skills. This is something I could include in activity in the future.

Element 4 Personal Development Plan

Area for further development (provide further details)	Why?	How?	Who/Where?	When?
Self confidence	Due to being one of the new members of staff and being quite shy i need to learn to believe in myself and have the confidence to take charge in activities with the children.	Taking the opportunity to speak up and use my voice in the nursery. Being able to independently take charge of an activity and use my initiative and common sense to take responsibility without being asked.	Myself with the support of the other staff at the nursery at Glangwili Day care where i've been working with for 6 months.	16/01/2020
Working on achieving my GCSE Maths	Working with younger children i feel it could benefit me and help me in my job role and it could help me get a better job in the future.	Speaking with the University on how I could go about getting my mathematical GCSE.	Support from work and university staff.	01/09/2020
Continuing my story time activities with my Under 2s.	During my six month review in the nursery I work in part time i was told how well I have been doing my story time with the under 2 children but i was asked to continue that and use initiative and continue this activity.	Taking my initiative to take some time of the day to sit the children down and have that story time as children really gain so much from having 1 on 1 interaction.	Myself, My supervisor and the children in the under 2s in Glangwili day nursery.	03/02/2020

Work on my referencing skills for university.	Being in my second year of university I have been set a goal to improve the quality of my referencing.	Having a session with my learning support so I will be able to improve my referencing and having support from my university lecturers and tutors.	My one on one learning support I have from the university and my university lecturers.	16/01/2020
Using my welsh language more.	Due to doing my studies through the medium welsh language i feel i need to encourage myself to communicate with my university staff in welsh.	Using my past experience from learning welsh in primary and secondary schools. support from university staff and tutors.	Myself and university staff.	14/01/2020

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