

Academic Writing / Ysgrifennu Academaidd
BMPE5005
Writing a Reflective Report
Adfyfrio ag Ysgrifennu Adroddiad

Heddwen Davies
Tachwedd / November, 2021.



1

What does it mean to reflect?

- ‘... reflective practice is designed to help you improve what you do and to respond positively to change. Typically, reflective practitioners regularly question both what they do and why, with a view to learning from their experience. Evaluate practice, drawing out strengths and areas for development.’

(Reflective Practice, Welsh Government, pp 3-4, 2015)

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Formal Writing Ysgrifennu'n Ffurfiol

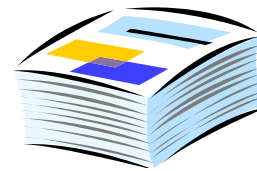
• Reflective Report

- A spoken or written account of something seen, done or studied.



Adroddiad

Cofnodion llafar neu'n ysgrifenedig am ddigwyddiad ag astudiwyd, gwelwyd neu gwnaethpwyd



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Why Write a Report? / Pam Ysgrifennu Adroddiad?

- Gives information concisely and accurately.
- Impersonal and objective.
- Outlines and discusses clear findings.
- Sometimes utilised to persuade with factual evidence.
- Uses a minimum of words.
- Standard, rigid structure.
- Rhannu gwybodaeth yn gywir ac yn gryno
- Amhersonol a gwrthrychol
- Trafod canlyniadau
- Cyfuniad o ymchwil personol a thystiolaeth ffeithiol i ddwyn perswad.
- Defnyddiwyd nifer fechan o eiriau
- Strwythur cadarn.

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What can you include in a report? Beth medr cynnwys mewn adroddiad?

Where an essay is continuous prose, a report is structured very differently. Your reflective report could contain the following:

- Sub-headings
- Bullet points
- Graphs
- Charts
- Tables
- Diagrams
- Illustrations



Mae traethawd ag adroddiad wedi strwythuro'n wahanol. Gall eich adroddiad cynnwys :

- Is-penawdau
- Pwyntiau bwled
- Graffiau
- Siartiau
- Byrddau
- Deigramau
- Darluniau



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Structure of a Report / Strwythur Adroddiad

Title Page

Contents Page

1. Summary / Introduction (200 – 300)
2. Methodology i.e. observation
3. Main Findings/results
(i) Clip A, (ii) B, (iii) C etc
4. Discussions
(i) A, (ii) B, (iii) C etc OR
general discussions based upon
common themes
5. Conclusion (200-300)
6. Recommendations (200)
7. Reference List

Tudalen blaen - teitl

Tudalen cynnwys

1. Crynodeb / Cyflwyniad (200 – 300)
2. Methodoleg h.y. arsylwi
3. Prif Ganlyniadau
(i) Clip A, (ii) B, (iii) C ayyb
4. Trafodaeth
(i) A, (ii) B, (iii) C ayyb. NEU
trafodaeth mwy gyffredinol
themaau tebyg
5. Casgliadau (200 - 300)
6. Argymhellion (200)
7. Rhestr Cyfeirnod

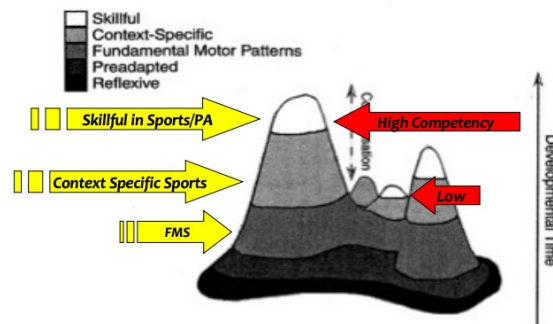
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Introduction / Cyflwyniad

- Play & Affordances and the impact both have on physical literacy
- Fundamental movement skills
- Mountain motor development.
- Fine and gross motor development
- Advantages of teaching children outdoors
- Well being
- Physical competence and confidence
- Chwarae a Chyfleoedd ar ddylanwad mae rhain yn cael ar lythrennedd corfforol
- Sgiliau symud sylfaenol
- Datblygiad motor
- Sgiliau motor cain a brâs
- Manteision o ddysgu plant yn yr awyr agored
- Lles
- Gallu corfforol yn ddylanwadu ar hyder corfforol

7

Mountain of Motor Development



FMS are the “base camp” to the mountain of motor development. Each child needs to develop MC to travel up the mountain to skillfulness.

Clark & Metcalfe (2003)

Clark, J. and Metcalfe, J. (2002) ‘The Mountain of Motor Development: A Metaphor’, in Clark, J. and Humphrey, J. (ed.) *Motor Development: Research and Review*. Reston: NASPE Publications.

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Research

Ymchwil

Foundation Phase / Cyfnod Sylfaen :

- DCELLS (2008)

Play / Chwarae :

- Gallahue & Ozman (2006)
- Moyles (1999)

Affordances / Cyfleoedd:

- Fjortft (2004)

Physical Literacy / Llythrennedd Corfforol :

- Whitehead (2010)
- Wainwright (2016)

Well being / Lles

- Goddard Blythe (2005)
- Palmer (2015)

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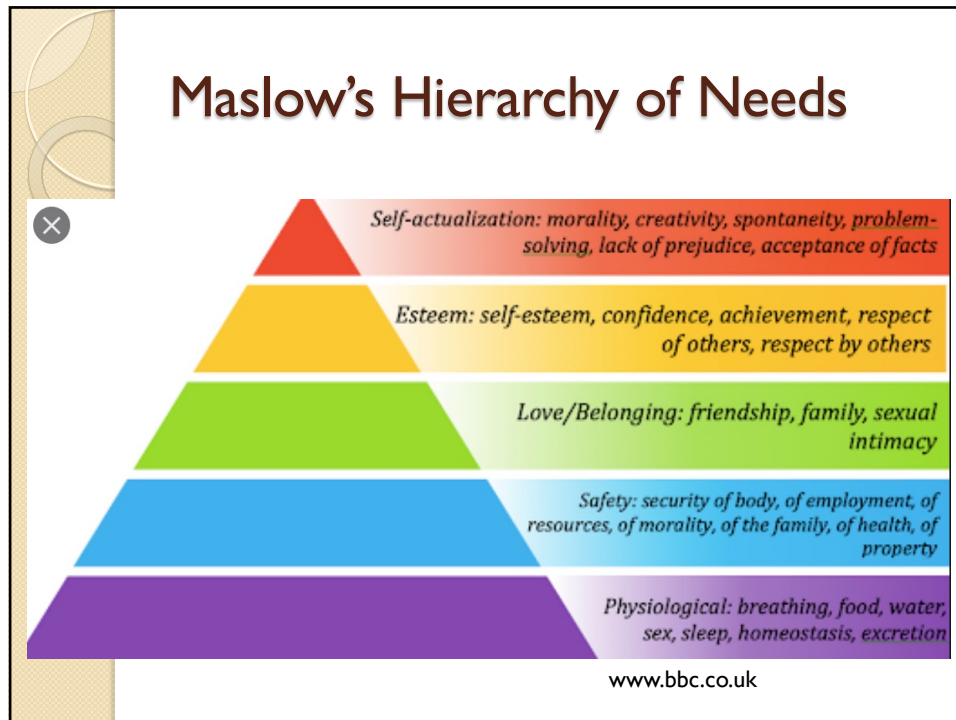
Methodology Observation

Methodoleg sef arsylwi

- Observational notes
- Purpose
- Assessment of children in foundation phase
- Adult Led & Child Led
- One pupil
- Group of pupils

- Nodiadau arsylwi
- Pwrpas
- Asesiad o blant sy'n cyfnod sylfaen
- O dan arweiniad oedolyn ag arweiniad gan ddisgybl
- Un disybl
- Grwp o ddisgyblion.

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Findings & Discussions (I,400) Canlyniadau a Thrafodaethau

• Well sourced? • Planned? • Tasks? • Skills? • Development via 'play'? • Engaged – how? • Confident? • Development whole body? • Social interaction?	• Adnoddau? • Cynlluniwyd? • Tasgiau? • Sgiliau? • Datbygiad 'via' chwarae • Ymglymiad – sut? • Hyderus? • Datblygu'r corff i gyd? • Rhyngweithio cymdeithasol?
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Conclusions 200-300 Casgliadau

- Evaluate the Foundation Phase with its collection of pedagogy (Brief)
- How important is 'play' when considering child development? (brief)
- Is there enough evidence (via literature & personal observations) to support that interaction with the (indoor and outdoor) environment contributes to the development of physical literacy?
- Gwerthuso dulliau pedagogeg a geir o fewn y Cyfnod Sylfaen (Ychydig)
- Pa mor bwysig ydy 'chwarae' wrth ystyried datblygiad plentyn? (Ychydig)
- Oes tystiolaeth (a geir o ymchwil ag arsylwadau personol) i gefnogi bod rhyngweithio â'r amgylchedd (tu fewn a thu allan) yn cyfrannu at ddatblygiad llythrennedd corfforol plant?

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Recommendations 200 Argymhellion

- Summing up of threads discussed
- Give two / three / four possible recommendations. These could be in terms of (i) style of delivery of the F Phase (ii) outdoor learning – quality? (iii) young children's physical development – quality?
- Crynhoad o drafodaethau amrywiol
- Rhoi dau/tri / pedwar agymhelliad posibl.
- Medr bod o ran (i) dull dysgu'r Cyfnod Sylfaen (ii) dysgu yn yr awyr agored – ansawdd? (iii) datblygiad corfforol plant 3 – 7 oed – ansawdd?

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Module Learning Outcome Assessment Part 1 & 2 :

- LO2: Demonstrate a knowledge and critical understanding of the role of the outdoor classroom and the impact the environment can have on the development of children's sensory motor development and physical literacy as a vehicle for inclusive practice.
- LO3: Demonstrate a critical understanding of different types of learning needs and circumstances relating to a child's ability to respond in Physical Development lessons;
- LO4: identify and utilise a range of strategies to enable all young people, whatever their circumstances or ability, to take part in and enjoy meaningful Physical Development lessons which contributes to the development of physical literacy;

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Reference List – see module descriptor Rhestr Cyfeirnod – gweler llawlyfr modiwl

- Cottrell, S. (2003), *The Study Skills Handbook*. 2nd Edition, Basingstoke, Palgrave: Macmillan
- Hopkins, D. and Reid, T. (2018) *The Academic Skills Handbook*. London: Sage
- Palaiologou, I. (2008) *Childhood Observation*. Exeter: Learning Matters
- Waite, S. (2011) *Children Learning Outside the Classroom from Birth to Eleven*. London: Sage

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Leading teachers for intervention	Planning tools 1
What is your priority for action?	
How do you know?	
What is the present position?	
What needs to be done?	
What are the main driving and restraining forces?	
How will you know what has been achieved?	
Who will do what?	
What resources are needed?	

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Leading teachers for intervention	Planning tools 3	
Committing to actions 2		
Key area:	Key area:	Key area:
Where are we now?	Where are we now?	Where are we now?
What does it look like, sound like, feel like?	What does it look like, sound like, feel like?	What does it look like, sound like, feel like?
What needs to happen differently?	What needs to happen differently?	What needs to happen differently?
First action:	First action:	First action:
Who needs to take action?	Who needs to take action?	Who needs to take action?
Whose support is needed?	Whose support is needed?	Whose support is needed?
Next actions:	Next actions:	Next actions:

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ATTENTION / SYLW

30th November, 2021 Intro. to observational skills
7th December, 2021. School visit and / or Lecture
 either way – videos will be released and purpose
 will be to refine observational skills to support
 with our second assessment.

CHRISTMAS

4th January, 2022. School visit and /or Lecture
11th January, 2022. School visit and /or Lecture

Diolch

Thank you

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Dyddiad Diwrnod Cyflwyno
14:1:2022
 Date of submission

Beth yw eich gwestiynau?

What are your questions?



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