

Introduction

Reflective practice is built on practitioner judgement, instructed by verification and understanding from another research. Reflection is not about converting everything or dismissing current practice. It is the process of seeking to provide the best we can for the children in our care. **Colwell (2019)**.

Reflection offers a way in which the continual review of practice required for high-quality provision can be achieved **Colwell et al,(2015)**. **Dewey (1933)** identified two types of action: 'routine action' and 'reflective action'. Routine Action is guided by issues including tradition, habit and clear requirements. Reflective Action, differs in that it requires constant questioning and self-appraisal. Reflective Action demonstrates a willingness to be flexible, to analyse and to have social awareness.

Donald Schön's work builds upon the work of **Dewey** and the notion of Reflective Action. He reviewed the behaviours of many different professionals Through this review Schön identified what he termed 'professional artistry'. He used this term to describe the skills and expertise that all professionals have that inform their actions. In relation to Reflection, he identified that this professional artistry can be used in two distinct ways which help us to further break down the idea of Reflective Practice.

To reflect-on-action: to look back at what has happened and consider why things happened.

To reflect-in-action: to reflect and adapt as a situation unfolds.

Both can prove useful when seeking to improve practice, with the second perhaps taking more time to become skilled at and comfortable with.

Reflective practice enables practitioners to creatively develop the imposed frameworks for learning and teaching.

Chi, 2010; Hutton & Smith, (1994) States outstanding practice is a cycle of constant reflecting, reviewing, adapting and improving. Reflective practice is constantly growing. The studies show that reflection is an important tool in recognizing changing pedagogical practices.

Student reflection may improve student learning in ways that are not measurable by academic achievement (**Lew & Schmidt, 2011, p. 540**). While these studies clearly indicate the power of reflection as a tool for enhanced academic performance, further studies show the relevance for improved metacognition and enhanced motivation to succeed academically by allowing students to recognize and ponder areas of excellence and needed improvement (**McCormick et al., 2013; Sperling et al., 2012**).

Desautel (2009) said "self-reflection serves the goal of constructing metacognitive knowledge by making formerly unconscious, intangible, or reflexive processes or events explicit" (p. 2001). This concept is integral and points out not only the power of reflection but also the need for its meaningful integration into the curriculum. Therefore, while requiring specific planning and execution time, reflection can help students transfer knowledge and understanding from the subconscious to the conscious part of their psyches. Reflection is supported by **Webb and Scoular (2011)** whose study revealed, "reflection time helpful for recapping . . . lesson[s] and reinforcing learning. It helped [students] realize what they were doing wrong and what they needed to improve" (p. 479). These studies convey the power of student self-reflection as a learning activity in relation to improved academic performance, motivation, and metacognitive thinking, which mirrors the rationale for this study.

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Rudi Dallos and Jacqui Stedmon (no date) 'reflection on action'. In practice, this reflection 'on' therapy often takes place during supervision, perhaps exploring what happened with the supervisor through the use of notes or a piece of video or audio tape.

Rolfe et al.'s model has the virtue of simplicity and straightforwardness. The model is based on three key questions, What, So what, Now what.

Kolb's (1984) experiential learning cycle closely follows Schön's notion of 'reflection on action' and describes the importance of reflecting upon earlier experiences in order to transform them into a deeper level of understanding. Kolb asserts that such learning involves the whole person, including thoughts, feelings and senses, and acknowledges that the learner's life experiences are actively used in the learning process.

The Gibbs Reflective Learning Cycle (Gibbs G (1988) Learning by Doing: A guide to teaching and learning methods. Keep track of your experiences and how they made you feel at the time by using a diary, journal or reflective learning log. Later on, you can use this accumulated experience to identify patterns or make generalisations about your ways of working. This will allow you to compare your experience with the literature and draw conclusions that identify plans for how to tackle similar situations differently in the future, or draw on your experience of what has gone well to gain confidence **The University of Sheffield (2020)**.

Gibbs (1988) reflective cycle can be really useful in making you think through all the phases of an experience or activity:

Description – what happened?

Feelings – what were you thinking and feeling?

Evaluation – what was good and bad about the experience?

Analysis – what sense can you make of the situation?

Conclusion – what else could you have done?

Action plan – if the situation arose again, what would you do?

Reaping the benefits

The process can be long winded however, it is in your best interest to do so. It will allow you to check whether your work practices are correct and whether you can change anything to improve the outcome for the children. Taking part in reflective practice has the added advantage of making you more efficient in your role and provides evidence to Ofsted that you are constantly trying to improve quality of care at your setting **KELLY (2015)**.

Pros and Cons of Reflective Practice Models

A word of caution about models of reflective practice (or any other model). Although they can be a great way to start thinking about reflection, remember that all models have their downsides. A summary of the pros and cons can be found below:

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Pros

Cons

Offers a structure to be followed.	Implies that steps must be followed in a defined way
Provides a useful starting point for those unsure where to begin	In the real world you may not start at the 'beginning'
Allows you to assess all levels of a situation	Models may not apply in every situation
You will know when the process is complete.	Reflective practice is a continuous process

Study skills (2020)

Micro-reflective cycles are common in the literature as these relate to critical reflection practiced by individuals in a variety of well-chronicled domains, including education, nursing, and business. Macro-reflective cycles, we posited, are less common and relate to reflective practice applied at the project, program, or research initiative level. **Fergusson, L. et al, (2020)**

Conclusion

Reflective practice is the practice of enhancing your knowledge as a practitioner and will improve experiences in both life and work. Even though it will take some time to get used to, in the long run it will greatly benefit you in time and energy. The differences between Schon and Dewey is that Dewey talks about two types of actions: reflective action and routine action, whereas Schon talks about his two types of reflection: reflect-on-action and reflect-in-action. The main similarity between Kolb and Gibbs is that Kolb talks about how the learner feels, thinks and senses and acknowledges how it is used in the learners life experiences whereas Gibbs also talk about the same subject as Kolb but tells the learner to write down what the learner is feeling, sensing and thinking in a diary.

Portfolio



Reflective Practice

What is Reflective Practice?

Reflective practice is, in its simplest form, thinking about or reflecting on what you do. It is closely linked to the concept of learning from experience, in that you think about what you did, and what happened, and decide from that what you would do differently next time. Skills You Need .com (2020)

A definition of reflective thinking:

evaluating your first-hand experience of an event, process or activity, then;

analysing the reasons for the things that have gone well and less well, then;

learning from the experience to improve or refine your performance if a similar situation arises again. **The University of Sheffield (2020)**

On Reflective Practice

Reflective practice is the application of the skill of reflection to our practice in order to improve performance.

It involves creating a habit, structure, or routine around reflecting on experiences.

Quality improvement is a continuous cycle of self-reflection, identifying areas for improvement, implementing improvement plans and reviewing their impact.

Sue Robb (2021)

The Importance of Reflective Practice

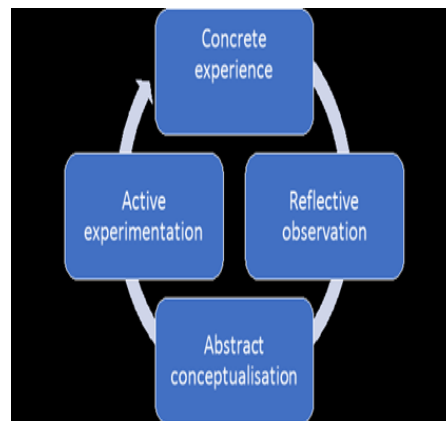
Reflective practice is important because it gives us a chance to identify which areas of the setting need improving, and enables us to assess our own performance personally and what we need to improve on; reflecting on these things helps to identify what training we may need to take. It gives the staff the opportunity to reflect and exchange ideas then use the knowledge we have acquired to help us with future planning. **Study mode research (2013)**

The Benefits of Reflective Practice

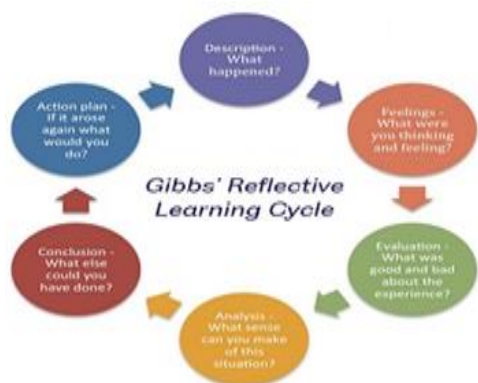
Reflective practice has huge benefits in increasing self-awareness, which is a key component of emotional intelligence, and in developing a better understanding of others.

Reflective practice can also help you to develop creative thinking skills, and encourages active engagement in work processes. **Skills you need.com(2020)**

It is vital to reflect on relationships so you can figure out if a specific connection could be stronger. Take time to interact with children and take mental notes about things that they have mentioned, this is where it is useful to be flexible with your Teaching approach. Everyone has their teaching style and it's important to reflect on this as you learn, a great tool to help with this that the Early Years Staffroom developed It is important to keep up to date with continuous reading and training courses; online and conferences help to reflect on practice and enhance the way we do things. It is key to reflect on your direct teaching and ask yourself; Have the children understood? If not, talk to them later in the session on a one to one basis and modify teaching to their curiosity. **Katherine HoughtonIt (2017)**



Kolb,2014



The recent study by **Speir (2010)** deals with the changing role of the educator through team discussions. Sharing observations and ideas with others produced new perspectives, and there was an effort to utilize them through professional discussions in order to implement concrete changes in practical work.

Reflective teaching has benefits for teachers and students alike. Teachers can use reflective teaching techniques to improve their teaching methodologies. Reflective practice can consist of teaching instruction, conducting self-assessments, considering improvements, while problem solving and developing analytical skills.



In order to provide the best possible care for children you should be aware of the term 'reflective practice'. This enables you to analyse previous activities and improve and develop them, making them more challenging.

To get the best results for children you need to focus on going that extra mile, rather than settling for doing just what you have been told to do. This will help increase your skills and understanding as a reflective practitioner. It also helps further your own personal goals. **(Kelly,2015)**

Children need to be engaged with the environment, so it is important to reflect on this each day; Are the children engaged? If not, why not? What can we do to engage them? What resources would challenge them? What are their interests?
Colwell et al. (2015)

practitioners whose practice is guided by Routine Action tend to accept the status quo in their settings and simply follow the plan for the day, solving problems efficiently as they arise. Whilst practitioners who take Reflective Action are much more concerned with understanding the reasons for issues arising. **Colwell et al (2015)**

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Elfen 3 Log adfyfyriol – Element 3 Reflective log

Disgrifiad byr o'r gweithgaredd (dim mwy na 50 o eiriau) <i>Brief description of the activity (no more than 50 words)</i>	
I am working in a busy Takeaway, we had five staff members before, but because of covid19 we only have three staff members now for social distancing.	
Nod/Amcan y gweithgaredd	<i>Aim/Objective of the activity</i>
To give excellent service to all our customers we make sure they are always satisfied with our services.	
Eich rôl chi	<i>Your role</i>
I help the chef to prepare the food, packing the food and taking orders,	
Agweddau cadarnhaol – pam? Sut gellid datblygu'r rhain ymhellach? <i>Positive aspects – why? How could these be developed further?</i>	
I am a very organised person before I start work I always make sure everything is in the right place in the right order, I make sure everything is clean and tidy because when orders come through it will help to work faster and because of a clean and tidy place our food is made very hygienically so our customers are always happy.	
Agweddau heriol – pam? Cysylltwch a'ch arfer eich hunan. <i>Challenging aspects – why? Link to your own practice.</i>	
Because of the Covid19 situation lots of phone calls and online orders come and because of the shortage of staff and continuous phone calls it is very hard to concentrate on other work. if I pickup all the calls then I will not be able to pack food on time because sometimes the customers start asking the prices on the phone so when its busy it is very difficult to explain everything on the phone and I do not want to make any delays in any orders that is why sometimes we miss some calls of customers because I do not want our customers to give any complaints for late delivery, because if I delay the packing then the delivery does not go on time to our customers.	
Pa wybodaeth wnaethoch chi arddangos? <i>What knowledge did you demonstrate?</i>	
I am a very punctual person and punctuality is important to complete work on time, because of my punctuality I can complete work peacefully without doing any rushing, also it helps me to keep calm when its busy. I am a very good team worker and Teamwork is very important in any organisation it helps to solve difficult problems, it also gives customers the best service. It helps to learn new skills. Teamwork establishes strong relationships with co-workers. I am a organised person and will keep everything organised and will save time looking for things and I will have more time to work on	

[Type here]

important tasks. I always plan ahead when I do anything, because if you plan ahead you will feel more in control of day to day life.

Pa sgiliau wnaethoch chi arddangos?

What skills did you demonstrate?

I can work fast so that is why I can finish work on time and because I finish work on time the chef can prepare the food fast and all orders arrive to our customers on time. When customers have their orders on time they give very positive reviews on our website. I can remember all the orders and make sure all the orders go in the right address on time because I always remember all the orders that is why our customers never gives any complaints about their orders.

Pa werthoedd wnaethoch chi arddangos?

Which values did you demonstrate?

I always be positive that is why it reduces my stress and I can produce more energy at work it helps me to improve customer relations. I always help my colleagues if I see they are struggling with any work when I help them and I feel very pleased when I help them and they also appreciated and if anytime if I struggle they also help me and helping each other at work will create a more positive work environment. I am a very honest person because of my honesty the owner trusts me a lot and gives me permission to make any changes I want and takes my ideas for new dishes and also apply them on the menu. Customers always gives very good comments on the new dishes.

Beth allai cael ei wneud yn wahanol yn y dyfodol? Pam?

What could be done differently in future? Why?

Sometimes when its busy I do not have time to pickup phone calls straight away so we missed calls sometime so if the covid situation gets better We will have more staff to give our customer better service. In the future I am planning to add some different Indian sweet dishes in our menu because our Indian sweet dishes are very good.

Element 4 Personal Development Plan

Area for further development (provide further details)	Why?	How?	Who/Where?	When?
Volunteer work in nursery	To get experience and become a good nursery worker	By asking all local nurseries	In between 10 miles from Llanelli town	2021
Complete a degree	For better future opportunity to work in a nursery.	By Working hard to get good marks and more concentrated on study.	In a university and Apply for further education	2022
Work with early years	I like to work with children and working with early years is my dream job.	Complete degree and apply for a job in nurseries.	In Llanelli town or Swansea area	2023
Improve my IT skills	It will help me to be more confident on using computers or anything to do with technology	By attending I.T classes	In learn direct online computer course. It will cost me £50 a year.	2024
Improve communication skills	It will help me to overcome the fear of shyness also help me to be more confident in speeches or lectures.	By attending community functions and socialize with others.	I will do 10x speaker online free course. this is a 10 lessons course.	2025

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