

BMPE5005

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Developing Observational Skills
and Reflective Writing

30th November, 2021

1

SESSION'S AIMS

- Erbyn diwedd y sesiwn byddwch wedi dysgu:
 1. Rhai technegau arsylwi effeithiol gellir eu defnyddio.
 2. Effaith y technegau hyn ar y dysgu a'r addysgu
 3. Geirfa i ddefnddyio ar gyfer dadansoddi.

By the end of this session you will have learnt:

- Some effective observation techniques.
- The impact these techniques can have on the teaching and learning.
- Terminology for analysis.



2

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 based upon analysis

(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 seiliedig ar dadansoddiad

(i) A, (ii) B, (iii) C ayyb. NEU trafodaeth mwy gyffredinol themau tebyg

5. Casgliadau (200 - 300)

6. Argymhellion (200)

7. Rhestr Cyfeirnod



3

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

Inclusion

Well being

Physical
competence and
confidence

How may all this
influence / impact
on one's Physical
Literacy

- 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
- Cynhwysiant
- Lles
- Gallu corfforol yn ddylanwadu ar hyder corfforol
- Sut may hyn yn dylanwadu ar Lythrennedd Corfforol?



4

PRIF RAN / MAIN BODY

Avoid spending too long telling me what you saw (descriptive)

Instead - focus on the what was significant about what you observed (analysing).

Positive / Negative / Why? / How? So what? possible Impact of what was observed.



5

YSGRIFENNU PROFFESIYNOL / WRITING PROFESSIONALLY.

- Trafodwch arsylwadau mewn ffordd broffesiynol.
- Dylech osgoi gwneud beirniadaethau personol
- Cynnigiwch sylwadau adfyfyriol a chadarnhaol ar beth rydych wedi arsylwi.



Discuss observations in a professional manner



Avoid making personal criticisms



Offer constructive and reflective comments on what you've observed



6

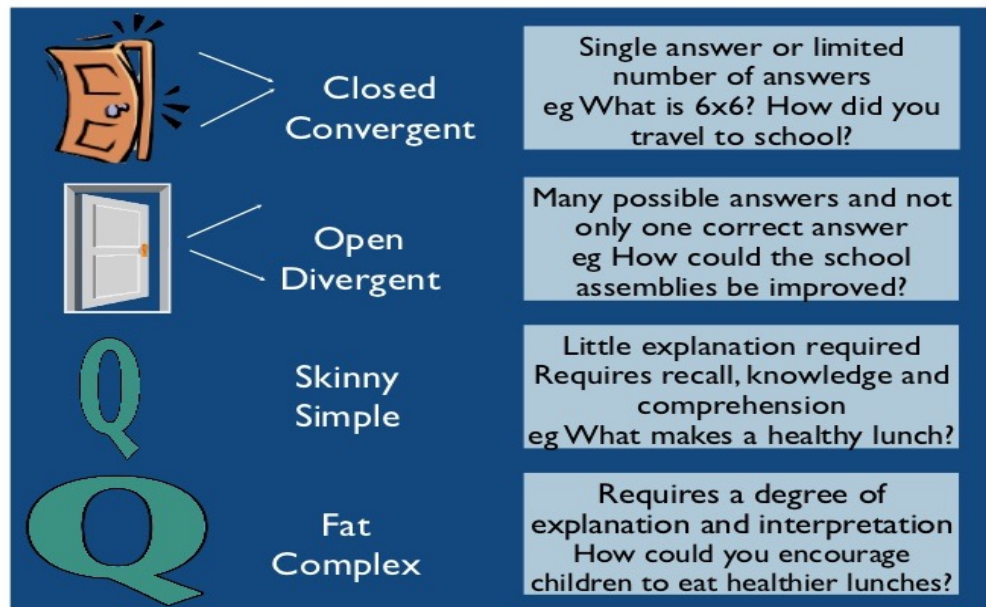
GENERAL : OBSERVING COMMUNICATION

- Athro/wes – Disgybl - perthynas
- Disgybl – Disgybl - perthynas
- Cyfathrebu “non-verbal”
- Iaith y corff
- Cwestiynu
- Amser Aros
- Symudiadau'r athro/wes
- Teacher – Pupil – relationship / role
- Pupil – Pupil – relationship / role
- Non-verbal communication
- Body language
- Questioning
- Waiting time.
- Teacher's movements



7

TYPES OF QUESTION



8



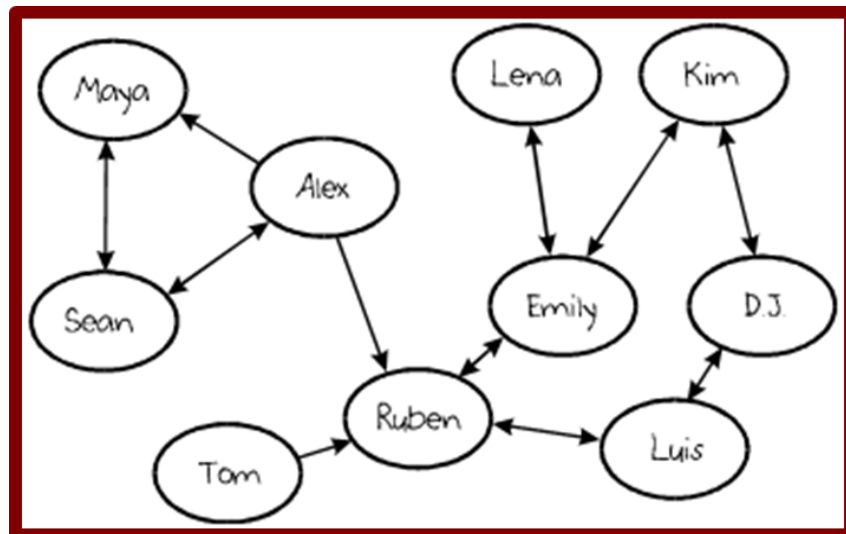
Communication between pupils
– sociometry

How about using a Sociogram?

A sociogram is a charting of the inter-relationships within a group. Its purpose is to discover group structure and interactions.

9

SOCIOGRAM



10



- Physical activity characteristics? e.g. Competition, recreation, learning
- What intervention have you seen?
- The inclusion spectrum?
- Has the intervention been adapted from the traditional physical activity? How? Think about STEP and the inclusion spectrum
- Could you adapt the same activity to include or make suitable for a different type of barrier?

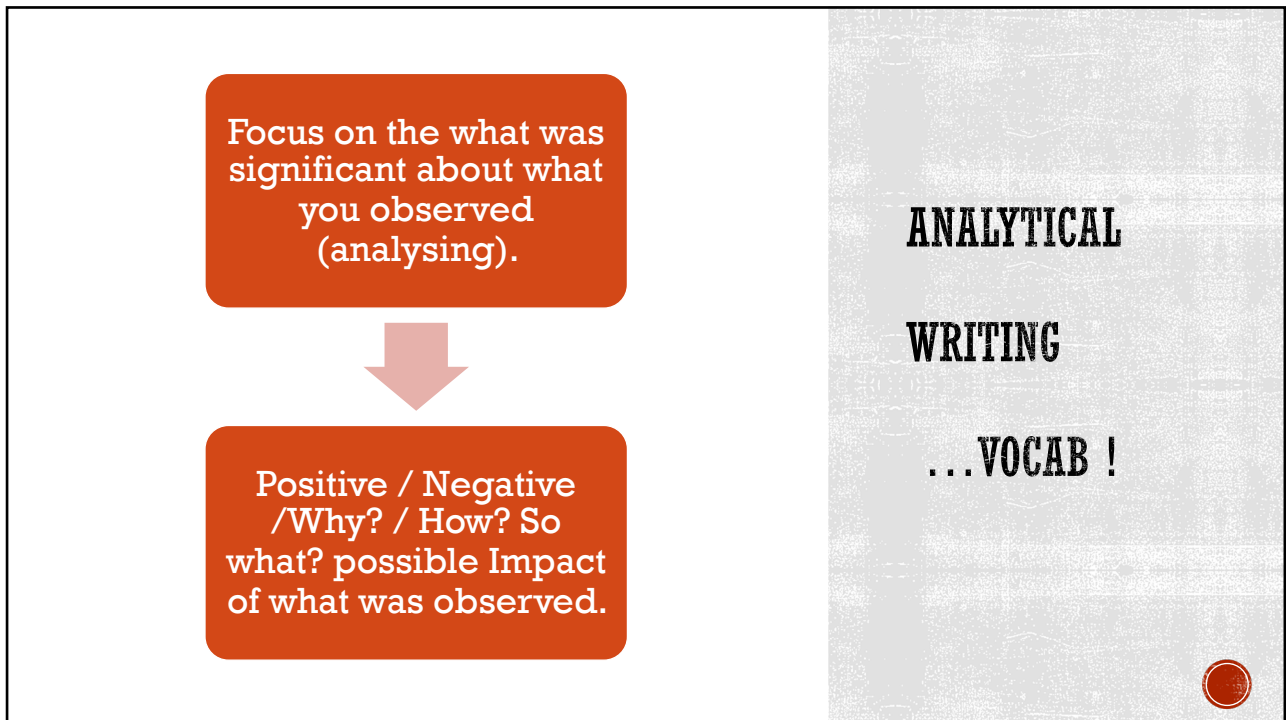
11

FINDINGS & DISCUSSIONS (1,400) & ANALYSING CANLYNIADAU A THRAFODAETHAU & DADANSODDIAD

- | | |
|--|--|
| ▪ Well sourced? – what's significant about this? | ▪ Adnoddau? –beth sy'n allweddol am hyn? |
| ▪ Planned? | ▪ Cynlluniwyd? |
| ▪ Tasks? –what's significant about this? | ▪ Tasgiau? –beth sy'n sylweddol am hyn? |
| ▪ Skills? –what's significant about this? | ▪ Sgiliau? –beth sy'n sylweddol am hyn? |
| ▪ Development via 'play'? – significance? | ▪ Datbygiad 'via' chwarae |
| ▪ Engaged – how? | ▪ Ymglymiad – sut? |
| ▪ Confident? –significance? | ▪ Hyderus? |
| ▪ Development whole body? – significance? | ▪ Datblygu'r corff i gyd? |
| ▪ Social interaction? | ▪ Rhyngweithio cymdeithasol? |



12



13

**SYLWADAU CRYNHOI/ CONCLUDING
COMMENTS**

14

SYLWADAU CRYNHOI / CONCLUDING COMMENTS

- Crynhoi prif bwyntiau dysgwyd
- Sylwadau cyffredinol am y Cyfnod Sylfaen a'i ddylanwad posib ar lythrennedd corfforol.
- Pa ran o'r clipiau roedd wedi gadael argraff arnoch? Pam mae hyn yn bwysig?



Summarize main points learnt



General concluding comments re Foundation Phase and possible impact on physical literacy



Identify what part of the material made an impression on you? Why was it important?



15

SYLWADAU CRYNHOI / CONCLUDING COMMENTS

Dylanwad ddysgu plant tu allan a'i cyfraniad at ddatblygiad llythrennedd corfforol plant?

Sut all hyn dylanwadu ar ddulliau pedagogeg personol?

Sut byddech chi'n ... beth chi wedi dysgu i ymarferion proffesiynol i'r dyfodol / gyrfaoedd

- Possible impact of teaching children in the outdoors has on children's physical literacy?
- How will this relate / help with future practices i.e. your pedagogy?
- How can you apply what you've learnt to future professional practice / experiences / career



16

RECOMMENDATIONS / ARGYMHELLION



17

RECOMMENDATIONS / 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 – anawdd?



18

APPENDICES

ATODIADAU



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?



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:



21

CYFLWYNO / PRESENTING

- Cysylltiadau â 'Gwneuthurwyr Newid' wrth recordio eich adroddiad myfyrdod.
- Cofiwch am nodweddion siaradwr da.
- Cynlluniwch cynnwys sleidiau sy'n diddorol e.e.symbolau a lluniau hefyd bod yr ysgrifen yn glir o ran maint a lliw.
- Ymarfer amseriad & cynnwys & trefn
- Make meaningful links between 'Changemaker' when recording your reflective report.
- Remember characteristics of a good speaker.
- Design your slides so that they are interesting i.e. images & symbols and text is clear i.e. size & colour
- Practice timings & content & order



22