

Personal Development Plan

Area for further development (provide further details)	Why?	How?	Who/Where?	When?
1. Knowledge PGCE Primary with QTS	I have always had a passion for caring for children and it has been my goal to become a primary school teacher. I have finally found the courage and determination to complete my Early Years Education and Care degree and I would like to then complete my primary education PGCE and QTS as I would love to use my knowledge and skills to help children learn and develop.	Before being able to apply for my PGCE I will need to complete my current degree BA Hons in Early Years Education and Care that I am completing with the University of Wales Trinity St David. I will need to work hard to pass my degree to be considered for my PGCE. As I currently hold a C grade in my mathematics, and English GCSE's I will also need to re sit these tests or complete an equivalency test in order to qualify to gain my PGCE qualification. I currently work within a Flying Start funded setting for preschool aged children. In order to gain more experience of working within a school environment and to increase my chances of getting accepted onto my PGCE I will volunteer in a local school one afternoon a week starting September 2019. I hope that this will help me gain more knowledge of a school environment and knowledge of how an early year's classroom is run. I will also need to apply to Student Finance Wales to fund my PGCE.	I will apply for my PGCE online with the University of Wales Trinity St David's through their UCAS website: www.digital.ucas.com/courses The course code for year 2020-2021 is: Primary (PGCE): 3CPM and it is a full-time course for 1 year at the SA1 Waterfront Campus-T. The course requires 12 weeks university-based work and 24 weeks of placements within a primary school setting so I will complete the majority of the degree within school placements set by the university. The tuition fees for the course is £9000. I will apply for student finance through the Student Finance Wales (2019) website.	Information on the University of Wales Trinity St David's website: www.uwtsd.ac.uk/teacher-education/pgce-application-advice/ advises applicants to apply the Christmas before the September start date due to the course being very popular. Following this information, I will apply in October 2019 once I've started my second year of my current degree which will give me enough time before the start date of the PGCE which is 7th September 2020 and will last 1 year.

2. Knowledge Mathematics and English GCSE's grade B or GCSE equivalent test	I need to gain a B grade in my mathematics and English GCSE's or equivalent in order to qualify to complete my Primary PGCE with QTS.	I will register my details via email to P_PGCE@uwtsd.ac.uk and if I am successful within the other aspects of my PGCE application I will be given the opportunity to sit an equivalency test through the University of Wales Trinity St David. In order to sit this test I will need to attend a workshop that will help me prepare for the test.	I will register my details and email them to P_PGCE@uwtsd.ac.uk	Once I have applied for my PGCE and registered my details the test will be arranged in due course by the University of Wales Trinity St David.
3. Skills Develop my reading skills and gain confidence in reading in front of an audience	I have always struggled with my reading and I feel this can impact on my learning. I would like to develop my reading skills and have the confidence to read competently in front of an audience. I feel this is an essential skill for me to learn as it will be one of the main requirements for me when I complete my PGCE.	I will develop my reading skills by doing much research into my PGCE requirements, modules and assessment criteria. I will also develop by practicing reading in front of friends and family and eventually in front of colleagues to help gain my confidence of reading in front of an audience. Completing my degree will help build my confidence as there are a range of assessment methods used that contain presentations and discussions. I will research into any online/evening courses that I can complete that may help with my reading skills. Completing equivalent GCSE tests.	I will develop my reading skills firstly by looking online for any up skill online courses that may be suitable for my learning. I will also develop my skills and gain confidence through completing my current university degree. Completing my English GCSE equivalent course also.	I will continue to develop these skills throughout my degree which I will have completed on the 31 st July 2020 and carry on developing and gaining confidence throughout my PGCE course that will run from 2020-2021. I will also complete online courses as an when required and continue to read extensively throughout my degree to enhance my skills. Completing my English GCSE equivalent test should also develop my skills and confidence.
4. Skills	I currently work within a Flying Start preschool setting. To become a	Starting in September 2019 I am going to volunteer at least one afternoon a week in a	I will complete research myself into the local schools in my area. Contact the local council and ask if there are	Over the next two weeks in preparation for the new academic year and throughout

Gaining experience within a foundation phase school classroom	excellent teacher and gain essential experience needed before commencing my PGCE I understand it would be advantages to volunteer when possible within school as it will help build my knowledge of how a school classroom is run, activities and it will allow me to observe the teacher within the day to day running of a classroom. I feel this will benefit my knowledge and help within my application for my PGCE.	local school. Within the next two weeks I will start looking for a school near my home which is willing to accept a volunteer starting in September. I will contact the school directly and explain my reasons why I would like to volunteer and will visit the chosen school before the end of the summer term to meet the staff and introduce myself before commencing my work experience in the new school year.	any schools in need of volunteers and choose a school that's suited to my situation and also based on their needs.	the academic year 2019-2020 until my degree is completed in time to start my PGCE.
5. Values Giving children more of a voice within activities	I feel within a busy childcare environment it can be easy to get carried away within activity planning and this can lead to not giving enough time for the children to have a voice within activities. I also feel that I can sometimes miss opportunities to listen to the children as they play and express their voices within their play as there is so much to do. I want to improve my listening skills within the setting when children are playing to gain a clearer picture of what activities the children enjoy and listen to their voices to see how I can enhance activities to benefit their learning and development based on what they like and dislike.	I will gain more knowledge on children's rights by reading up on the UNCRC (1992). By updating my knowledge of these rights, I will have more of an understanding of what children's rights are and it will give me the skills I require to give children a true voice within the childcare environment. I will take time within session times to stop and listen to the children as they play.	I will do this myself within sessions in my setting.	Effective immediately.

6. Values Respect	I believe in leading by example when working with children. If you treat children with respect, they will learn to respect you back. I feel this also works with parents and other staff so I would like to earn respect by showing respect to children, parents and the staff within my setting to help build a good rapport.	I will do this by treating everyone with respect.	I will do this independently within my childcare setting.	I will start this effectively immediately.
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Reflective log

Brief description of the activity (no more than 50 words)
A group of five children aged 3 cooked vegetable soup from scratch. Using a variety of vegetables and a free choice of equipment to prepare the vegetables the children independently cooked the soup with help from myself when using the hob on the stove.
Aim/Objective of the activity
To provide children with a rich first-hand learning experience of preparing their own meal from scratch. Many of the children help their parents at home with cooking but I feel some of the children will not have the experience of using all the different equipment within a kitchen environment. My aim was to encourage children to step out of their comfort zone and take risks while developing their self-esteem. During the past months the children have been growing their own vegetables in the garden and voiced their interest in using the vegetables during snack time. From my understanding and knowledge of the UN Convention on the Rights of the Child (1989) I understand that all children have the right to be listened to and taken seriously (UNCRC, Article 13) and from this believed it was important to listen to the children's voice and provide them with an activity that I believed the children would enjoy and gain essential skills and knowledge from.
Your role
The activity was initially child-initiated so my role as a practitioner was to provide the children with the apparatus needed to complete the activity. I was also there supervise the children throughout the activity to ensure their safety, give the children any help they required and using my knowledge and understanding to enhance the activity when possible by introducing new words, demonstrating how to use equipment and engaging in conversation with the children to allow them to get the they could most from the activity.
Positive aspects – why?
The children thoroughly enjoyed having the independence to use the child safe knives to cut up the range of vegetables. Using equipment that children do not often use at a young age, even child safe, allowed the children to feel independent and assisted the children to build their confidence and self-esteem during the activity. Using a range of different coloured vegetables allowed the children to build on their vocabulary and language skills by discussing amongst each other and with myself the variety of colours and names of the different vegetables as well as learning where the vegetables grow. Some of the children within the group can be particular with foods but by allowing the children to prepare the soup for themselves encouraged few to test the final product. As a small group the activity worked well as it was effortless to share responsibilities to the children in a calm manor and I was able to talk clearly with the whole group without any distractions which allowed everyone to work well as a team.

As a small group the children shared the equipment and took turns placing the vegetables into the pot. – I feel if the group was of a larger size the children would have found it more difficult to share and wait to take turns and concentration would have been lost quickly.

The children worked well as a team, helping each other when finding what kitchen equipment was needed and demonstrating how to use the equipment.

Challenging aspects – why?

A percentage of the children showed difficulty using the kitchen equipment, mainly the child safe knives as they were not familiar with this type of tool as it isn't something that children are usually allowed to use day to day. From this some of the children gave up cutting their vegetables quickly and felt as if they didn't have the abilities to complete the activity.

The children's appetite grew as they were preparing their soup which resulted in some of the children attempting to eat some of the vegetables as they were preparing it which lead to some of the vegetables needing to be thrown in the bin.

The stove was incredibly hot, I made the children aware of the dangers and set a perimeter around the cooker which the children understood they weren't to cross. The children the group of children was small but as I was conducting this activity alone as the other practitioner was supervising the other half of the children who weren't taking part in the activity and I found this particularly stressful as I had to ensure all children were a safe distance from the cooker without showing my concerns to allow the children to risk assess for themselves to allow them to get a positive experience from the activity.

The lack of range of equipment needed for the activity didn't prove to challenge the children's thinking skills as in depth as I initially intended, although many of the children were unfamiliar with using the knives I believe if there was more of a variety of tools needed such as using a sieve or a whisk the children could have gained better life skills.

The time scale we had to complete the activity was limited due to needing to give enough time for the soup to cook in time for snack.

What knowledge was demonstrated?

Knowledge and understanding of the world- the children demonstrated their understanding of the range of vegetables. where the vegetables were grown and what equipment that was being used.

The children demonstrated excellent understanding of the risks regarding the hot stove and were all excellent at respecting the rules set before the activity commenced.

The children demonstrated good basic understanding of the risks that come within a kitchen environment, which showed the children understood how to risk assess for themselves.

What skills were demonstrated?

Fine manipulative skills were developed by using a range of kitchen equipment and learning how to use new tools.

Life skills were demonstrated when the children learnt how to prepare their own foods and use equipment.

Independence by the children when they used the equipment independently and independently risk assessed for themselves.

Risk-assessing when using the equipment and bringing their vegetables up to the stove the children risk assessed how close they were to get to the stove. As a practitioner I stood next to the stove to ensure the stop the children if they got to close, but all showed very good instincts.

High level of concentration skills was demonstrated by all children, as this was a child-initiated activity I imagined the children would have a high level of concentration as this was an activity chosen by them and something they were interested in learning about.

Which values were demonstrated?

Respect – I showed the children respect by allowing them to independently prepare the soup and carry out most of the activity independently and the children gave me respect by following the rules set for health and safety reasons.

Care – I made the children aware that I was caring for them by ensuring that there was minimal chance of them getting hurt during the activity by providing them with child safe equipment, ensuring they were a safe distance from the stove and providing close supervision but still allowing them the opportunity to risk-take.

Quality – I provided the children with a quality activity which was child-initiated which provided the children with learning and development covering a wide range of skills within the Foundation Phase Framework (2015).

What could have been done differently? Why?

If I was to conduct this activity again the things I would do differently are as follows:

I would choose a group with children aged 3 and 4 with slightly different abilities to allow the older children to help the younger children. This would allow less adult intervention so the children would be able to problem solve amongst themselves and complete the activity more independently. I feel this would help with the children's confidence and self-esteem and team building skills.

I would ensure that there was a member of staff to supervise the stove throughout the activity which would put less stress on myself allowing the children to have my full attention throughout the activity.

I would use a wider range of kitchen equipment with a large choice of foods to be prepared which would allow the children to independently chose from a range of equipment and a wider range of foods – some relevant and some that would not be needed to allow children to problem solve and make decisions for themselves. This would also give the children opportunities to think creatively creating new ideas which would encourage expression.

The time scale for the activity was limited due to the amount of time needed to cook the soup. If the activity were to be done again I would adjust the daily routine before had to ensure the children had enough time to get the most from their learning experience.

Reflective practice is an important skill for practitioners to develop within the early years. It is essential for individuals to reflect to improve on practice. Every practitioner should be able to reflect on what is done and why, and to articulate key values and priorities. Having the ability to reflect on one's actions allows the individual to engage in continuous learning and through this one will pay attention to their actions and examine practice. Lindon (2012)

Stephen Brookfield's (1995) critical lenses adds a critical component to reflective practice. He states that it is important to look at one's practice through four viewpoints which are: (i) the viewpoint of the teacher (ii) the viewpoint of the learners (iii) the viewpoint of colleagues (iv) the viewpoint of theories and literature. Roffey-Barentsen and Malthouse (2013)

Brookfield (1995) States that there are two reasons why reflective practice literature is significant:

- It provides a variety of approaches to question practice which may lead to uncover and investigate the assumptions that control practice to allow individuals to learn about and start testing different approaches.
- It gives individuals a chance to view stories of how others develop through reflective practice which can help individuals compare themselves to others and understand that others can have the same difficulties.

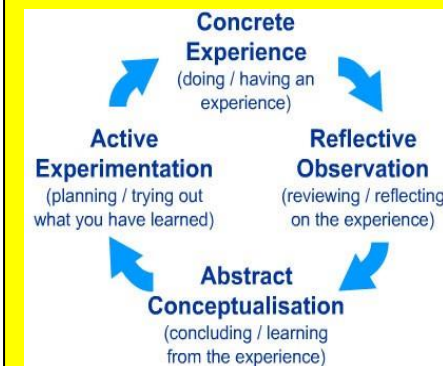
Reflective Practice

Reflective practice is the straightforward thinking about something and developing an understanding of how work is conducted. Reflection helps practitioners develop their understanding of what they know and do displaying the importance on learning through questioning. It is suggested that reflection is key to assisting an individual's professional health and competence. Loughran (2002)

- Reflection is the extensive consideration of events.
- Considering an event from a range of perspectives.
- Evaluating an event and bringing it to attention to modify and improve. Sicora (2017)

There are many theories to reflection. A popular theory used by many is Kolb's four stage model of reflection which consist of four key elements which are (i) Concrete experience (doing it) (ii) Reflective observation (reflecting on it) (iii) Abstract conceptualisation (reading up on it) (iv) Active experimentation (planning the next stage). This model can be started at any stage during reflection and once it has started the cycle should be completed. Kolb's model of reflection is constructive as it allows room for one to discuss points and views with others but allows the individual to take control over their own learning. The model suggests takes the approach of student-centred learning where the learner is at the centre of the learning process and proposes that the only person one can truly listen to during the reflection process is oneself. Roffey-Barentsen and Malthouse (2013)

Kolb's Learning Cycle



McLeod (2017)

The Department for Education (2017) states within the Statutory framework that all children are worthy of the best start in life and are entitled to support that helps them to fulfil their potential. The Early Years Foundation Stage seeks to provide:

- Quality and Consistency
- A Secure Foundation
- Partnership Working
- Equality of Opportunity

Section 1.8 of the framework outlines the importance play for children's development and the significant impact of planning activities and offering a variety of adult-led and child-initiated activity. Children learn through both child-initiated and adult-led play, but it is an essential requirement for the practitioner to find a balance and have the skill to be able to respond to each child's individual needs in a positive way.

Section 1.9 states that when practitioners are planning and guiding children's activities, they must reflect on the children's learning styles and reflect these within their practice. It's seen that there are three characteristics of effective teaching and learning which are:

- Playing and exploring
- Active learning
- Creating and thinking critically

Good teaching and learning:



Welsh Government (2016) state within the minimum standard 7.7 that all children should have the opportunity to be involved in decision making, evaluating and planning. They also voice under standard 13 that staff are provided with regular training and receive regular supervisions to encourage staff to reflect on their practice.

Estyn (2018)

Early Years Matters (2019) understand that effective practice is ensuring all children get the best benefits during their time in the Early Years Foundation Stage. They state that adults must support the children's learning, play and development through getting to know them and from this effective practice will be achieved.

Estyn (2018) suggests that classroom teaching has the greatest influence on pupils' learning and highlight the importance of improving effective pedagogy within school environment.

The key to the future success of schools in Wales is the development of high-quality teaching profession. OCED (2017)

One of the key areas identified that contributes to successful professional learning and pedagogy is learning how to lead professional learning and staff development. Leaders within schools are now adopting a new technique around lesson observations which support and encourage staff to evaluate their own practice using video technology or peer observations. It's understood that numerous leaders are encouraging teachers to learn from each other and discuss strengths and weaknesses within their own practice amongst colleagues to promote an open classroom culture. Estyn (2018)

Many schools are now using a mentoring or coaching approach to help teachers consider and improve their practice. Several schools are using the GROW model; grow, reality, options and will or way forward. Developed by Whitmore (1999) and have proved that these approaches have been advantageous in facilitating professional learning conversations and serving beneficial in helping staff to reflect on and share their practice. Estyn (2018)

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