

# Answers

## Chapter 9 Reflective Practice

### Recall activities

1

Stage	Name of stage	Describe the stage
1)	Description	What happened
2)	Feelings	How did you and others feel at the time and now?
3)	Evaluation	What was good and bad about the situation?
4)	Analysis	What sense can you make of the situation?
5)	Conclusion	What could you have done differently? What have you learnt?
6)	Action plan	Do you need to need to learn new skills? Do you need to handle the situation differently next time?

2

Learning cycle stage	Definition
Concrete experience	When the practitioner has a new idea or has changed their thinking due to their experience
Reflective observation of a new experience	When a practitioner encounters an activity or experience
Abstract conceptualisation	When the practitioner applies their new way of thinking for future experience
Active experimentation	Where the practitioner thinks back or reflects on their experience

### Short-answer exam-style practice questions

- D** – Reflective process [1]
- Blended learning** is a style of teaching that uses both face-to-face and online teaching. [1]
- Include **two** advantages from:
  - ▶ Enhances teaching and learning by offering instant up-to-date news and research information on individual topics [1]
  - ▶ Part of the National curriculum – children need to be able to use technology [1]
  - ▶ Supports creativity [1]
  - ▶ Supports increasing digital-literate students [1]
  - ▶ Develops employability skills [1]
  - ▶ Digital resources can be saved, presented on a screen within the classroom environment and then sent to out to all learners to access after the lesson [1]
  - ▶ Accessibility can be ensured through font, colour etc. [1]
  - ▶ Makes teaching more interactive – use of polling, digital quizzes etc. [1]
  - ▶ Learners can research a wide range of information using the internet – enhances independent learning [1]
  - ▶ Provides instant feedback for teachers through online quizzes [1]
 Include **two** disadvantages from:
  - ▶ High quality equipment and software can be expensive [1]
  - ▶ Equipment becomes outdated quickly [1]

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- ▶ Technical issues can affect learning and the delivery of planned lessons [1]
- ▶ It is essential that schools/colleges have strong firewalls set up to prevent any safeguarding issues [1]
- ▶ Technology could have a negative impact on social interactions – large time spent on digital devices [1]
- ▶ Storing sensitive information online leaves schools vulnerable to cyberattacks [1]
- ▶ Learners may have limited access to appropriate digital resources or internet in their home environment – puts some learners at a disadvantage [1]
- ▶ If learners access individual devices in the classroom, they may use them for other activities and the focus is lost from the lesson task [1]
- ▶ Learners may struggle with the amount of information they find when researching online – may need careful training on how to deal with this and streamline their search [1]

**Accept other appropriate responses.**

- 4 An appraisal is a formal assessment and review process where an employee's performance, skills, and achievements are evaluated by their employer. [1]

Appraisals are important for several reasons (*include **one** of the following*):

- ▶ *Feedback and development* [1]: they provide employees with constructive feedback on their performance, highlighting areas of strength and areas needing improvement, which can help guide their professional development. [1]
- ▶ *Goal setting* [1]: appraisals help in setting clear and achievable goals for employees, aligning their objectives the setting's goals, therefore fostering motivation and productivity. [1]
- ▶ *Career progression* [1]: they are crucial for discussing career aspirations, potential promotions, and identifying training needs, thus supporting employees' career growth and satisfaction within the organisation. [1]

**Accept other appropriate responses.**

## Long-answer exam-style practice questions

- 1 Responses could include discussion of the following:

Answer	Guidance
<p>Reflective practice is essential for Marco as it allows him to continuously evaluate and improve his approach to supporting Alex and his family.</p> <p>Marco can identify strategies that work best and what needs to be adjusted to meet Alex's specific needs effectively.</p> <p><b>Steps to gather information about Alex's specific needs:</b></p> <p><b>1 Engage with parents and previous caregivers</b></p> <ul style="list-style-type: none"> <li>▶ Marco should start by having in-depth discussions with Alex's parents to understand concerns, Alex's routines, triggers and coping mechanisms.</li> <li>▶ He should speak to the staff at the nursery where Alex received one-to-one support to gather information on strategies that were successful and any specific challenges they encountered.</li> </ul> <p>Engaging with these individuals will help Marco develop detailed understanding of Alex's needs and how they are supported at home and in the nursery. It will support him to start to develop a positive relationship with his parents.</p>	<p><b>10–12 marks (Level 4):</b> Discussion is comprehensive and relevant, showing balanced justifications for reflective practice and embedding a range of CPD needs. All links have been accurately made to reflective practice. The response demonstrates extensive depth of understanding of reflective practice and the importance of continuing professional development to improve own knowledge and skills.</p> <p><b>7–9 marks (Level 3):</b> Discussion generally effective and mostly relevant in identifying the value of accessing a range of CPD opportunities. Most links have been made to the next steps Marco could take to</p>

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<p><b>2 Observation</b></p> <ul style="list-style-type: none"> <li>▶ Marco should observe Alex in different areas of the classroom: What does he enjoy? What causes him stress?</li> </ul> <p>This will help Marco to understand how Alex reacts to different aspects of the classroom and also help Marco consider similarities to the reception class.</p> <p><b>3 Review documentation</b></p> <ul style="list-style-type: none"> <li>▶ Marco should review any existing Individual Educational plan (IEP).</li> </ul> <p>This will help Marco identify strategies that are already been in place and for how long.</p> <p><b>4 Collaboration with specialists</b></p> <ul style="list-style-type: none"> <li>▶ Marco should collaborate with all specialists who are involved in Alex's care – speech and language therapists, occupational specialists etc.</li> </ul> <p>Marco will be able to learn strategies from these professionals and develop relationships with them for the future.</p> <p><b>Continuing professional Development (CPD):</b></p> <ul style="list-style-type: none"> <li>▶ <b>Autism specific training:</b> Marco should attend training that focuses on understanding autism spectrum disorder.</li> <li>▶ <b>Communication skills:</b> Courses that enhance skills in alternative communication methods, such as picture exchange communication systems (PECs)</li> <li>▶ <b>Sensory processing training:</b> Attending workshops on sensory processing can equip Marco with strategies to manage and support Alex's sensory sensitivities.</li> <li>▶ <b>Reflective practice workshop:</b> Participating in workshops that focus on reflective practice can help Marco to critically evaluate his own work and identify areas for improvement. Reflective practice encourages continuous learning and adaption, which is crucial when working with children with diverse needs.</li> <li>▶ <b>Peer collaboration and networking:</b> Engaging in professional learning communities or networks where practitioners share experiences and strategies can provide Marco with new ideas and support.</li> </ul>	<p>gather information – the links are generally clear and mostly accurate. The response demonstrates some depth of knowledge with few omissions made.</p> <p><b>4–6 marks (Level 2):</b> Discussion somewhat effective and has some relevance. Some links made to the next steps to support Marco in his new role. Brief understanding demonstrated of the need for reflective practice to develop own skills and knowledge. The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements have been covered.</p> <p><b>1–3 marks (Level 1):</b> Discussion is limited and demonstrates little relevance to the scenario. Vague links have been made to the importance of reflective practice. The response shows superficial depth of understanding and omissions have been made.</p> <p><b>0 marks:</b> No relevant content.</p> <p>Up to 3 extra marks would be given for QWC for:</p> <ul style="list-style-type: none"> <li>▶ The response is clearly expressed and well structured.</li> <li>▶ Wide range of technical vocabulary used appropriately to fit the response.</li> <li>▶ Rules of grammar are used effectively.</li> </ul>
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**Accept other appropriate responses.**

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2 Responses could include discussion of the following:

Answer	Guidance
<p><b>Pros</b></p> <ul style="list-style-type: none"> <li>▶ Enhanced engagement and motivation: can make learning more engaging and interactive – can increase motivation in the classroom.</li> <li>▶ Access to wealth of information: provides a vast amount of information and resources, enabling learners to extend knowledge.</li> <li>▶ Personalised learning: allows for personalised learning – can learn at own pace; software can adjust difficulty.</li> <li>▶ Online quizzes and educational apps can provide instant feedback.</li> <li>▶ Development of digital skills: helps learners develop essential digital skills that are crucial in the modern world.</li> <li>▶ Familiarity with technology prepares learners for future educational and career opportunities.</li> <li>▶ Facilitation of collaboration learning: supports collaboration through tools such as shared document, virtual classrooms and online discussion forums.</li> <li>▶ Platforms like Google classroom and One Note enable tutors to organise assignments etc.</li> </ul> <p><b>Cons</b></p> <ul style="list-style-type: none"> <li>▶ Distraction and misuse: open to distraction from task focus and device being used for non-educational purpose. Managing and monitoring learners on devices requires additional effort.</li> <li>▶ Digital divide: not all students have access to technology; this leads to digital divide. Low-income families may not have the right devices or internet connection – not accessible for all. Costly for schools to provide this.</li> <li>▶ Cost and maintenance: costly to provide technical devices in the classroom – restraints on school budgets. Regular updates needed that can be more costly.</li> <li>▶ Dependence on technology: risk of technical issues, such as software malfunctions and internet outages can disrupt learning.</li> <li>▶ Privacy and security concerns: concerns about data privacy and security, cybersecurity threats.</li> </ul> <p>The evaluation should consider both the benefits and drawbacks of using technology in educational settings, drawing on practical experiences and evidence from placement.</p>	<p><b>10–12 marks (Level 4):</b> Evaluation is comprehensive and relevant, showing balanced justifications for both sides on the teaching method. All links have been accurately made based on the value of technology in the classroom as a teaching tool. The response demonstrates extensive depth of understanding of a range of technology teaching tools and resources.</p> <p><b>7–9 marks (Level 3):</b> Discussion generally effective and mostly relevant of best practice. Most links have been made to impact on learning and are generally clear and mostly accurate. The response demonstrates some depth of knowledge with attempts at evaluation.</p> <p><b>4–6 marks (Level 2):</b> Discussion somewhat effective and has some relevance. Some links made to impact on learning. The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements have been covered.</p> <p><b>1–3 marks (Level 1):</b> Discussion is limited and demonstrates little relevance to the scenario. Vague links have been made to the scenario. The response shows superficial depth of understanding and omissions have been made.</p> <p><b>0 marks:</b> No relevant content.</p> <p>Up to 3 extra marks would be given for QWC for:</p> <ul style="list-style-type: none"> <li>▶ The response is clearly expressed and well structured.</li> </ul>

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	<ul style="list-style-type: none"> <li>► Wide range of technical vocabulary used appropriately to fit the response.</li> <li>► Rules of grammar are used effectively.</li> </ul>
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Accept other appropriate responses.

3 Responses could include discussion of the following:

Answer	Guidance
<p><b>Reflective practice</b> refers to the ability to think back on actions/tasks completed and develop a deeper understanding of what we do. This can then be used to set personal targets and action plans that will support future personal improvements.</p> <p><b>Applying reflective practice to analyse children's conflict:</b></p> <p><b>Observation and documentation:</b></p> <ul style="list-style-type: none"> <li>► Ella should start by closely observing the children at playtime to identify specific triggers and patterns in their conflicts.</li> <li>► Documenting observations will provide concrete examples to discuss with colleagues.</li> </ul> <p><b>Reflective discussion:</b></p> <ul style="list-style-type: none"> <li>► Ella can lead reflective discussions with less-experienced practitioners to analyse the observed situations.</li> <li>► She can use open-ended questions to encourage them to think critically about what happened, why it happened and how it could be handled differently.</li> </ul> <p><b>Action plan development:</b></p> <ul style="list-style-type: none"> <li>► Based on the reflective discussions Ella can guide practitioners in developing an action plan to address conflict resolution among children.</li> </ul> <p><b>The value of CPD in early years settings:</b></p> <ul style="list-style-type: none"> <li>► <b>Enhancing knowledge and skills:</b> CPD opportunities such as workshops and courses can provide practitioners with up-to-date knowledge on child development, behaviour management, and conflict resolution techniques.</li> <li>► <b>Improving practice:</b> CPD allows practitioners to stay informed about the latest research and best practice in early childhood education.</li> <li>► <b>Building confidence:</b> As practitioners gain more knowledge and skills through CPD, their confidence in handling situations such as conflict resolution, increases.</li> </ul>	<p><b>10–12 marks (Level 4):</b> Discussion is comprehensive and relevant, showing balanced justifications for applying reflective practice to support this situation and develop best practice in managing children's conflict. All links have been accurately made to how CPD can effectively improve practice in a range of ways in early years settings. The response demonstrates extensive depth of understanding of reflective practice and collaborating with other practitioners.</p> <p><b>7–9 marks (Level 3):</b> Generally effective and mostly relevant discussion of how to apply reflective practice to support children's conflict in early years settings. Most links have been made to the value of CPD – links are generally clear and mostly accurate. The response demonstrates some depth of knowledge with few omissions.</p> <p><b>4–6 marks (Level 2):</b> Discussion somewhat effective and has some relevance to the scenario. Some links made to best practice in early years settings. The response is basic and shows limited depth of knowledge with omissions or inaccuracies. Not all elements have been covered.</p>

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<p><b><i>Importance of collaboration with other practitioners:</i></b></p> <ul style="list-style-type: none"><li>▶ Shared knowledge and experience: Sharing knowledge and experience, learning from each other's successes and challenges. Ella can facilitate regular meetings.</li><li>▶ Problem solving: Collaborative problem solving allows practitioners to approach challenges from multiple perspectives. Encourages open dialogues and everyone feels comfortable sharing thoughts.</li><li>▶ Mentorship and support: Ella can establish a mentorship system where experienced practitioners mentor less experienced ones.</li></ul> <p>The discussion should consider how collaboration with other practitioners will help to build positive working relationships and develop a good ethos within the setting. Do not forget to reflect on your own experience from working together as a team in placement and the impact it has on the children in the setting.</p>	<p><b>1–3 marks (Level 1):</b> Discussion is limited and demonstrates little relevance to the scenario. Vague links have been made to the value of CPD and collaborating with others. The response shows superficial depth of understanding and omissions have been made.</p> <p><b>0 marks:</b> No relevant content.</p> <p>Up to 3 extra marks would be given for QWC for:</p> <ul style="list-style-type: none"><li>▶ The response is clearly expressed and well structured.</li><li>▶ Wide range of technical vocabulary used appropriately to fit the response.</li><li>▶ Rules of grammar are used effectively.</li></ul>
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**Accept other appropriate responses.**