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Recognise and analyse the significance of different aspects of professional practise and why these are important in meeting the individual and inclusive needs of children.

Professional practice is a term used that refers to a person in a skilled job role. Collins dictionary states the following: 'A term used to describe activities which will help you apply your knowledge to your industry, job role or workplace'. A professional is a person who is qualified at something for example a professional boxer or a professional dancer.

Cambridge dictionary says that a person would require specialist training or education to become a professional for example a professor of law. As a professional within in a particular sector it is vital that employers allow a continued professional development throughout an employee's employment offering further development and knowledge.

Values are important to humanity. As an early year's educator and care practitioner it is recognised through the Ofsted best practice network that it is important to act with integrity, meaning that we can be trusted as well as honest and open ensuring that effective safeguarding and child protection rights are always upheld. Another crucial value to have is care and compassion, meaning that the professional practitioner is able to show care and implement it throughout the relationship maintaining dignity and respect. Ofsted's new common inspection framework 2015 states that the following British values must be incorporated throughout early years.

- 1). Democracy – Giving children a choice.
- 2). The rule of law – Working with the children to help them understand their own behaviour and its consequences, helping them to know what is right and what is wrong.
- 3). Individual Liberty – Providing opportunities to encourage the children to develop self esteem which will help build their confidence and self-awareness.
- 4). Mutual respect and tolerance of those of different faith and beliefs – Encouraging the children to share their own stories that reflect differences promoting respect and diversity. Through this the practitioner can provide resources and activities to educate the children on the wider community or religious festivals.

Communication skills are indispensable within early years education as they provide an overall enhancement to the social and emotional development of a child. Without promoting effective communication throughout an early year setting professionals would be unable to anticipate the needs of the children not to mention advocate for them. It is imperative that

communication is effective and clear to be able to support the children to build confident relationships with teachers and peers in addition to advocating for themselves if they are able. Good communication within the relationships will allow the professional or the child to explain what they are or have experienced and what their needs are in the moment or further require for the future. Within a special educational setting it is essential to encourage non-verbal communication techniques with professionals for example promoting the skill of learning and using sign language. Implementing other strategies is vital, whether that be using a visual communication tool system for example picture cards to point to a key word or using a specialist technology such as a talking computer device.

A fundamental principle of professional practice within early years is knowledge. According to Brock following his research on knowledge within the early years sector, he states that it was addressed in testimonies given at the house of commons select committee in 2000 that early year's educators should ensure they uphold and advocate for their critical issues and beliefs when it comes to what they deem as valuable for a child's care and education. In-depth knowledge throughout early years would include systematic knowledge and knowledge gained through experience as well as professional knowledge. In Wales throughout educational settings local authorities adhere to ensure that a competent senior member of staff is appointed to be a safeguarding officer within the school or nursery carrying out effective safeguarding preparations to be followed if and when concerns are needed to be raised. The Welsh government states that the Wales safeguarding procedures replace the existing all Wales child protection procedures. Throughout education all professionals including practitioners have a duty of care and uphold the ability to safeguard and promote the wellbeing of children in accordance to the relevant laws, legislation, policies and guidance.

According to NSPCC learning, multi-agency and partnership throughout care and education has been effective to safeguarding and promoting child protection. For a practitioner's continued professional development sharing information through multi-agency work helps gain new knowledge to share through partnerships.

Through engagement with the children the early years practitioners are able to meet their individual needs by implementing the planning cycle. This is carried out by observation, assessment and then planning to see what the next are steps for them. Purposeful observations are better than just a tick box exercise. Planning is carried out effectively to the individual. Through this engagement practitioners are able to develop an effective plan to foster each child's development and growth. Observing the children can allow practitioners to gain a deeper insight and understanding of the child in addition to liaising with the child's

parent or guardian. Following research carried out in Finland implementing the pedagogy approach would offer equal opportunities to be able to facilitate for learning difficulties and offer equal opportunities for all children. National curriculum guidelines 2005 Finland support the pedagogy approach as it states that children require self-regulation for a positive learning experience and through this the children are able to socialise for example, forest school.

“The UN Convention on the Rights of the Child (UNCRC) is an important, legally binding agreement signed by 196 countries (as of 12 July 2022) which outlines the fundamental rights of every child, regardless of their race, religion or abilities.” [UN Convention on Rights of a Child \(UNCRC\) - UNICEF UK](#). The Welsh government has deeply embedded the principles of UNCRC in professional practice across various sectors including early years education and care. These are implemented in various ways such as through education and training giving the professionals working with the children such as teachers, social workers, and healthcare providers, receive training about children's rights and how to incorporate them into their everyday practice. Another way this is done is by carrying out children's rights impact assessments (CRIA), public bodies in Wales are required to conduct these to ensure that their policies and

practices are aligned with the UNCRC as well as children and young people are given the opportunity to participate in decision making and allow their voice to be heard. Adhering to the UNCRC rules is crucial for various reasons from protecting vulnerable groups and ensuring their wellbeing and rights are protected as well as accountability and promoting equality.

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