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Personal Development Plan

No	Improvement and Development Goals	Success Criteria (How I will know when I have made this change)	The actions I will take to achieve the goal	Timelines	What will this help me to achieve?	Achievements
1	**Become trained in Language link assessments within my role.**	To successfully carry out a language link assessment on children within my setting, I need to be registered through language link and successfully scheduled within my timetable to carry out these assessments.	Register through speech link multimedia LTD – Senior Leadership Team to arrange this. Observe a language link assessment to gain understanding of procedure. Arrange access to laptop/iPad.	To be enrolled by 30/10/2023.	To gain understanding of the development needs of the children I am working with.	Receive a language link certificate. Will enable me to produce targeted plans for specific development needs for each child.
2	**Become more proficient in using Welsh language in my setting.**	My own reflection on the use of Welsh within my setting. Colleague feedback to assess whether I am using the correct use of Welsh.	Speak to Louise Mills (Headteacher) to see if there are any Welsh courses available online. Duo lingo application to be downloaded onto my mobile device to practice in my spare time. More Welsh phrases and key words to print off and display around my classroom. Arrange access to laptop/iPad.	Ongoing.	To encourage the use of Welsh to assist with feelings of belonging and heritage, roots, and community. Promoting the Welsh culture.	Being able to communicate in Welsh more effectively. Model good understanding of the Welsh language to the children and my peers.
3	**Take a Dyslexia course.**	Once I attended an online course through HWB.	Speak with Louise Mills (headteacher) and ask if she can enroll me on the online course via HWB. Arrange access to laptop/iPad.	By end of December 2023	Identify barriers to learning. To gain understanding of the development needs of the children I am working with.	Receive a certificate of completion. To support the children within my setting. Able to identify any barriers to learning for children with dyslexia.

No	Improvement and Development Goals	Success Criteria (How I will know when I have made this change)	The actions I will take to achieve the goal	Timelines	What will this help me to achieve?	Achievements
4	To complete degree in Early years through University Trinity South Wales. Level 4, 5 and Level 6.	When successfully completed the 2-year degree through university of Trinity South Wales. Become more competent and confident within my role. Career progression.	To ensure I attend weekly lectures through the university. With the support of my headteacher and senior leadership team. Complete 700 hours within my role. 30 hours of additional Learning needs and 30 hours Early years setting.	July 2025	Become qualified at degree level in Education. Become more qualified in my job role.	Degree qualification. To be more confident within my role and career progression.
5	Handwriting motorway training.	When confirmation of course completed. Able to run a handwriting motorway intervention.	Agree with Louise Mills (Headteacher) to access the course and to be able to take the time out of my daily rota. Enquire of costs and dates the course is running.	By January 2024.	To be more confident in assessing children needs for this intervention. To become point of contact for handwriting assessment.	Gain a certificate for Handwriting motorway course completed. To be able to run intervention and support the children in my care.

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What is reflection and reflective practise?

Reflection is the act of taking time to consider what one has done, analysing what went well and not so well and how one can improve one's practice next time. Reflective practice is the act of looking how we have learned and adapting to improved learning.

Reflective practice can be a practitioner's personal engagement with:

1. Reflective 'thinking' where one can look back at what one has done in practice, communicate with others to talk about ideas and experiences and think about what went well and what not so well.

2. Reflective 'learning' can be adapting what you have learned and putting into practice. Being able to learn from own experiences and gaining new experiences.

3. Reflecting 'action' can be done by completing a personal development plan and having clear goals and achievements. Reflective practice is a series of models linked to theories. Pacey (2016) explains that evaluating your practice will aid one to become more confident and improve professional development needs.

Within practice, practitioners can follow a Personal Development Plan to ensure they keep on track of any achievements they want to achieve. It also allows one to reflect on one's progress. Looking at past experiences, positive and negative and using these to improve further.

Collaborative reflection is when groups come together to gain affirmation on what went well and what not so well. Collaborative reflection can build trust, better communication, and relationships. Joint lesson plans and looking at other children's work together. Bleach (2014) suggests everyone will support and encourage each other to be critical of practice and take on a challenge to improve it.

Why is reflective practise important to EY practise?

Within practice, tasks can become familiar. Hargreaves and Page (2013) suggest that when faced with a problem, being reflective on what went wrong is important to ensure the appropriate steps can be put in place to enable it to be put right. Resulting in personal growth and development.

Being reflective allows one to identify the positives and the negative aspects of the work undertaken. Taking the positives to use again and using the negatives to ensure they are improved and eradicated next time. Self-development is something that can grow from being reflective. Being open to improve practice and gaining understanding can enable one to become a professional practitioner. According to the NSW government website [NSW], (2022), "Reflective practitioners take an inquiry stance in that they actively search for understanding and are always open to further investigation." This can be supported by collaborative reflection and sharing ideas and experiences. Having another view or opinion on what could be done can support one in approaching a situation differently. Everyone has something different to offer. (bleach, 2014).

Within early years it enables practitioners to have a deeper level of critical understanding, be more proactive and improve skills and knowledge. According to the Birth to five matters website [Learning and Development], (no date), being an early year's practitioner, reflective practice helps one to achieve the best development and learning process for the children. Giving exceptional quality and care. This in turn will gain confidence from parents and caregivers. Trust needs to be gained to enable positive relationships.

The theory of reflective practise:

John Dewey (1933) theory of reflective practice is put into two different actions:

1. Routine action which is something one does routinely and without much thought and

2. Reflective action, which is thinking when doing and becoming aware what is around us and by asking questions.

Dewey is considered the originator of reflective practice. His thinking is built upon by Donald Schon who reframes Dewey's theory. Schon uses the reflection in and on action. To be reflecting in action by considering the situation and decide how to act and to act immediately when faced with the situation. To be reflecting on action means to reconsider the situation once it has happened and think about what needs changing for the future.

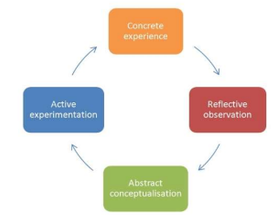
Analysis of models:

From the works of these theories, models were made to aid the process of learning. Main (2022) discusses how everybody has different learning preferences. Knowing the preferred learning style helps to focus on what method to use. Gibbs' model shows how one can reflect after the situation. It enables one to give a description on what happened and ask questions on how one felt at the time; What was good and bad about the situation; to make sense of it and what else could have been done. Finally, what should be done next time? Kolb's model is similar but uses different terminology, it also has fewer steps. Smith (2021) discusses how Gibbs theory may have a disadvantage on the individual as reflections maybe superficial and not deep enough, resulting in personal development not being met to the full potential. Gibb's theory has more depth and feeling involved, whereas Kolb's theory is broader in comparison.

Gibbs' model

(Expert Programme management: No date).

Kolb's model



(Dr Nicole Brown: Brown, N, no date).

Conclusion

In conclusion reflective practice aids one to become a professional practitioner. It is vital one reflects on one's practice and continually learns from experience both positive and negative. Using the models mentioned within this briefing paper, one can reflect on practice by looking at the situation, relating back to how one felt, evaluate how this impacted one at the time and then being able to analyse to conclude. By putting an action plan into place to continue deeper learning. Being able to look how one is faced with certain situations enables one to become aware of one's actions. Pacey (2016) recommends keeping a reflective diary to help start becoming a reflective practitioner. Asking oneself after carrying out an activity what happened and the impacts it had on all involved. Picking out the negatives and positives and how it can be approved for next time. The theories in this poster have been used for many healthcare, teaching, and social work practitioners where they are consistently learning through practice. Being aware of how one felt at the time can give the foundation to improve knowledge and experience. (Growth engineering, 2023).

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According to NHS Education for Scotland (no date), a professional practitioner is responsible for actions towards the people in one's care and towards the colleagues around them. A working practitioner is to be clear and take accountability to learn and develop. To be trustworthy and knowledgeable with one's sector, following policies and procedures with consistency, to be culturally aware and inclusive and posses' good communication skills towards professionals. Hallet (2013a, p. 20) explains how as an early year's practitioner these attributes also apply. To produce a partnership sandwich between parents, professionals and agencies which is built upon trust, nurture, equity, and respect.

To be an effective early year's practitioner, one must hold certain ethics and values. Ethics and values are strongly linked together and make up what one strongly believes in and how one behaves. Pacey (no date) explains how to have honesty, integrity, and transparency. To be respectful to the children in one's care, to have a commitment to social inclusion, to ensure children feel respected and cared for and not to feel isolated and undervalued.

Early years matter (2023) discusses how children who have caring relationships with caregivers and parents thrive. They feel valued and cared for resulting in attachments being made. The wellbeing of the child being the utmost priority. For one to be an inclusive practitioner, one must ensure the child feels recognised for who they are, show integrity and have a good moral compass resulting in becoming a positive role model for children, parents, and carers. Children need to feel secure and loved to be ready to learn. When a child's needs are met, they are happy and become more resilient.

As an early year's practitioner there will be times when one must liaise and share information with outside agencies. One will need to acquire attributes of being trustworthy and respectful. Using positive actions to support and build upon relationships. Having respect for the children and colleagues, but also the natural world and its limited resources.

Andrews (2018) explains how identifying the individual needs of the children by having a good understanding and deep knowledge to enable them to be professional. By collaborative working with colleagues and communities, the safeguarding of the children in one's care is important to ensure the children are safe and happy and their wellbeing is being supported.

NSPCC learning (2023) discusses how to show professionalism and duty of care it is important all practitioners follow their settings child protection and policies procedures. It is the duty of everyone working with children to share any information that they feel is detrimental to the child.

Children should be free from physical, emotional, sexual abuse, and neglect. NSPCC learning (2023), explain how to communicate effectively when safeguarding children. To ensure the communication is clear and explain why one is sharing information. To use appropriate language when making a referral and to make sure the referral is followed up. Using professional practice is to understand who you need to make referrals to and to convey a professional manner in these circumstances. Sharing information with other multiagency can help to build up a bigger picture of the child's background. By building up good relationships with other agencies can ensure informed decisions which can be made on the child.

Legislation influences the policies and procedures one should follow. The Childrens Act 1989 is the act provided for children in need and promotes the child's welfare as paramount. The Childrens Act 2004

was then developed from the Childrens Act 1989. The act has a child centre approach which provides a legislative basis for sharing information. The act also has additional provisions for children with additional learning needs.

The Social Services and Wellbeing Act 2014 supports the wellbeing and care for people in Wales. When working with children as a practitioner we must regard the Convention on the rights of the child (UNCRC) an international agreement that states every child under the age of 18 has rights regardless of their ability, race, or religion. Social Care Wales (2023) highlights that the act has seven core aims which states children and young people have the best possible start in life, have access to an education, a range of physical, mental, social, and emotional health, for children to be heard, receive respect, and be recognised. To live in a safe home and be supported for their wellbeing.

Save The Children (no date) states children must have basic needs met such as a right to an education, a right to be safe from harm, are able to express their opinion and listened to, be raised by parents, and have life, survival, and development. The Convention on the rights of the child contains 54 articles which explain how everyone needs to work together to enable children to have rights. It promotes peace, friendship, rights, freedom, and harmony ensuring children's human rights are respected and promoted. The child must have a right to life such as food, shelter, and medical care.

Within the articles it states the child has a right to develop in education, play and recreation. Education must be free to all children and discipline must be respectful. Article 31 sets out that every child has the right to be relaxed and play within their setting and access to artistic activities. As an early year practitioner, a child centre approach can ensure a child follows their own interest which in turn can help them feel comfortable within their environment. This will ensure the child doesn't become disengaged and not stimulated to join in activities.

Early Education (2021) explains how within early years, observations and planning is part of the practitioner's role. Observation allows practitioners to understand how children learn and enables for effective planning. Observations need to be accurate and relevant. They must be objective and not subjective, and child led.

Ephgrave (2022) explains how in the moment planning can allow the practitioner to observe and plan for learning. By ensuring the child is relaxed and comfortable within their environment will result in them playing happily, and allow the child to choose which activity they want to partake in. When observing the child and using an observation sheet to take note of what has been witnessed, one must note down what the child chose to play and interested them, and how they played. This will support the documentation for the progression of the child. As a practitioner using one's instinct to know when to step in or hold back by using intuition.

Ephgrave explains once the child is engaged into the activity then one can enter the teachable moment, this is where the activity can be extended to open it up to further learning. By asking open ended questions such as what are you making? How have you made it? By ensuring the environment is enabling by it being free flow and plenty of resources available. The resources are to be open ended for example using blocks so they can make what they choose to make. Making use of the indoors and outdoors areas within the setting. Together with the positive relationship we have with the child, one can plan an activity for the next time, based on the 'spark' of the child.

Planning is important as it will provide a variety of opportunities for a rich learning environment. It will ensure there are less disruptions within the setting and more organisation with a calm and relaxed

environment. Reviewing the environment regularly, will ensure the learning environment is developing as well as the children in one's care. (Barber and Paul-Smith, 2010, p. 7).

Hallet (2013b, p. 24) explains how early years is constantly changing with new ideas and opportunities presenting themselves because of actions being taken by governments such as, reforms and policy decisions and new practices inherited internationally. Working within this constantly changing sector one must ensure personal development is key to becoming a successful practitioner. Goal setting based on a series of individual improvements identified by personal reflection which will enable one to have a child centre approach. Using models of reflections and having knowledge about theories that create them, can enable one to reflect on own practice to develop for the future.

Using all the values and skills inherited as a practitioner, one can adapt to these changes by being open minded, respectful, integral, and consistent. Working together with colleagues and multiagency, ensuring the needs of the children in one's care are met and building positive relationships to ensure the child is happy.

Understanding how one's ethics and values can affect one's behaviour and contribute to social justice and one's professional commitment. Ensuring good communication and work in partnership with families to ensure the best possible care is provided. By thorough observation and planning ensuring the child's progress and wellbeing is being met. Using professional conduct to ensure information shared is relevant.

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