

Professional Development Plan (PDP) for Stephanie Barrett

Date October 2023

Objective	Actions (How will I achieve this objective/ what needs to be done?)	Resources (What support and resources are needed to achieve this objective?)	Target Date for achieving the objective	Success criteria (How will I know I have achieved this goal? How will I review this?)
Better at time management and balancing work, studying and home life.	I need to implement my time management research during module 1. Every week (Saturday), put aside an hour to plan out the week. Set out reasonable targets. Monitor how long tasks take and prioritise the most important. Ensure I am organised, with evenings and cooking times, to ensure time is used for relaxation and doing things I enjoy.	I am creating a scrapbook style to gather ideas and research. Implement using a planner to help me keep organised. Ensure that my workspace is tidy and clear. Create a visual timetable/large calendar. Display where members of my household can see so everyone can understand and support where they can. Support at home will need to be considered. Share out household chores.	December 23	My time will be effectively balanced with work, University work, chores, relaxation, and enjoyment, This will be shown in my mental, physical, and social well-being. Modules will be completed on time. Review in November to ensure actions are implemented. What is working out, and what needs tweaking?
To improve my confidence, knowledge and use of spoken Welsh Language	To improve my confidence I will be. using more incidental Welsh that I know within everyday interactions. I will develop my Welsh spoken and reading knowledge, thereby feeling confident to deliver simple Welsh sessions at work.	Approach members of staff at work to ask for support, Prompt cards with words phonetically spelt out. Use the Duolingo app every day to constantly develop my Welsh language.	February 2024	My knowledge and confidence will increase in using Welsh in both work and socially. Duolingo score to increase.
To complete my degree with a 2:1 To complete all my level 4 assignments and achieve at least 45% in each. To complete all level 5 assignments with at least 55%. To complete all level 6 assignments with at least 65%	To work hard and complete all modules as best I can and within deadlines with at least 45%. To attend weekly learning support sessions. To use the library and technology to assist with research and referencing. To increase my academic skills and develop critical thinking to improve my academic writing. Complete all level 5 modules at 55% or higher. To endeavour to balance all the requirements of level 6 and Complete all level modules with at least 65%.	Purchase a new laptop that is fully functioning, and ensure the laptop has apps and software recommended by 1:1 support and needs assessor. Use effective time management. Ensure I am constantly reflecting and developing, personally and academically. Maintain a calm, clear, organised workspace, constantly prepared and organised. Attend weekly 1:1 session with learning support. Ensuring I am organised enough to be prepared for each session.	July 2024	Review after each module. Meet the target with a minimum of 40 % on each module and achieve a minimum of 45% at level 4 65% at level 6.

Importance of Reflective Practise

What is reflection and reflective practise?

Brock (2015) states reflection is a continuous cycle of self-observation, and this can be done daily within the moment or after a situation in both your personal and professional life.

Providing yourself with time to reflect allows support of the process of understanding your emotional intelligence, actions, and feelings, in the long-term providing benefits on your wellbeing, igniting new ideas and helping to manage whilst working with a team.

It allows you to see things in a different perspective good or bad, providing time to reflect and evaluate to make changes.

Johns (2013) suggests that reflection is a learning journey on route to becoming a reflective practitioner.

Reflective practice is a process of reflecting on a situation and acting on the thinking, by learning and developing ideas for the future.

From reflecting on a situation, it will encourage learning, building confidence and allow growth.

Why is reflective practise important to Early Years practise?

Early Years Practitioners (EYP) use reflective practise daily according to Hallet (2013) they use practical and professional knowledge to respond to everyday situations that occur in a setting.

It is important that Early Years Practitioners reflect as they learn, self-questioning can help ensure they understand the effect and efficiency, they can improve and modify the setting and/or themselves to provide better quality experiences for children and their families.

Within Early Years teams, reflective practice can be used as formal communication within a team. Practitioners can identify problems or greatness within the setting or practice. Observations will allow the view of others perspective, this can provide new ideas and can assist with continuous professional development (CPD)

Theory of reflective practice.

Schon's (1976) theory on reflection is based on reflection on experiences of doing.

Reflection-in-action, where reflection of the situation takes place within the situation, action can take place to reflect the learning benefiting from direct action reflection.

Reflection-on-action takes place after the situation has occurred. Reflecting back on a situation providing thinking and reflecting on how to learn from the situation with deeper thought, considering the good and the bad.

Dewey (1859) believed "We do not learn from experiences...we learn from reflecting on experiences" (1933:78) (Brock, 2015, p. 10)

This is accomplished by thinking, problem solving, sequencing events or ideas, being open minded and creating a plan to improve and develop further.

Gibb's model

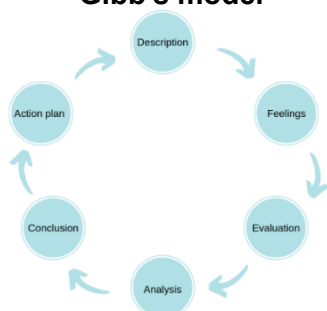


Figure 1.

Driscoll's model

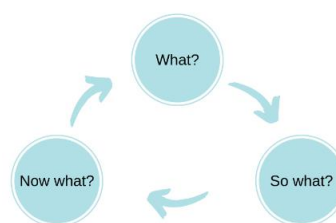


Figure 2.

Analysis of models

Gibbs model, published in 1988 is based on a six structured approach, with the focus of teaching.

Starting with the three areas related to making sense of the situation:

Description, of the practice. Based on where you were and what happened.

Feelings, and thoughts of the practise/experience. How were you feeling?

Evaluation, of the experience. What went well or not so well, what knowledge was used, how did you contribute.

Following with three areas are to develop and create plans to improve the situation:

Analysis, to make sense of the situation. What went well?

Conclusion, what was learnt? How could be more positive/be changed.

Action Plan, What changes could be made with similar situations in the future?

Driscoll's model was published 1994, 2007, it was based on 3 simple questioning stages and the focus of investigation and evidence.

What? Based on thinking, describing the situation, what happened.

So What? Based on feelings, how did you feel, react.

Now What? Based on doing, what has been learnt, how could changes be made.

Both models are different, yet there are some similarities between them, both models give a simple overview of what each area requires in their image of the model, yet both require the application of questioning; who, what, where, when, why and how, to deepen the reflection.

Gibb's model is more structured and requires depth of understanding and encourages improvement for learning.

Driscoll's provides support with little reflection of self, it lacks analysis.

Both models require thinking back and reflecting on what happened. Both enforce the need for acknowledging the practitioners' feelings and both require future action, yet only Gibbs, pushes further and requests an action plan for develop or improve practice.

Driscoll's model is easier to remember and question during situations enabling the practitioner to improve or amend within the moment. Where Gibb's model is more structured and not easy to apply in the moment, and reflection is applied after the situation.

Regarding Continuous Professional Development (CPD) Gibb's model from being structured, this could be used for teams and CPD, there would be a formal layout of this model. Whereas Driscoll's model would be more of a self-thought, or in a conversation between colleagues.

Conclusion

Comparing both models it has become apparent that Gibb's model follows the theory of Dewey, where the learning comes from reflecting on the experience.

After the experience has passed and reflection can take place, only then can the practitioner reflect on their practice.

Driscoll's model has similarities from Schon's theory. Where reflection can take place within the situation 'reflection-in-action', providing immediate action. This model also provides 'reflection-on-action' by reflecting with thinking, feelings and how to do it differently next time.

Both models are worthy for reflection and reflective practice. Both are beneficial within working in the Early Years.

Dewey's model is most likely followed more regularly than practitioners realise in practice.

Where Gibb's model is more likely to be used if a situation occurred and practitioners need to reflect on what happened, for improvement, or feedback. It could also be used as CPD.

Importance of Professional Practise within Early Years

The Oxford Dictionary (2023) defines a professional as a person who is experienced at a particular skill or occupation. Whereas professional practise is how a person behaves and uses their skills and knowledge within their workplace. Practitioners within the Early Years will have knowledge of children's development and needs, with the aim to provide high standards of care.

Professional practice is where the practitioner extends their knowledge, develops, and improves their skills, and this is encouraged by continuous professional development through developing a personal plan and reflecting on situations which support a professionally high standard within the workplace. Other factors of professional practice also include safeguarding the child, working within a team of multi-agencies, and having positive values.

A professional value within the Welsh Education, Curriculum for Funded Non-Maintained Nursery Setting, (2022) is to ensure practitioners and children have the sense of "Cynefin" which translates to a sense of belonging. This can be created by practitioners, not only using skill and knowledge, but how one behaves is a reflection on personal values. Practitioners' values are shaped around experiences of what has been learnt from behaviour. Knowing this, practitioners are role models supporting, creating, improving the social, economic, and environmental and cultural wellbeing of citizens.

A practitioner needs to have values, integrity, be open and honest, respectful, and uphold high moral principles and be fair, respectful, and inclusive.

The Framework for Early Childhood Play, Learning and Care in Wales (2023) (ECPLC) supports and encourages practitioners to be "warm, attentive and responsive" this then reflects into the environment, along with practitioners' skills and knowledge, in which a child feels safe, and secure and provides good learning experiences. Practitioners' own experiences of life can influence what practitioners observe. Bruce *et al.* (2015) suggests practitioners' thinking, feelings, relationships and understanding of children and their families are a result of practitioners' own experiences in life.

The Welsh Education, Curriculum for Funded non-maintained nursery settings, (2022) state observations within play are a key principle that is essential for practitioners to plan authentic, meaningful experiences and learning opportunities. Practitioners' other role as a “key worker” with the responsibility to ensure every child is observed, then creating and providing a safe environment which supports children in positive ways. Observations can be in the moment, photos, or written notes, which can influence planning.

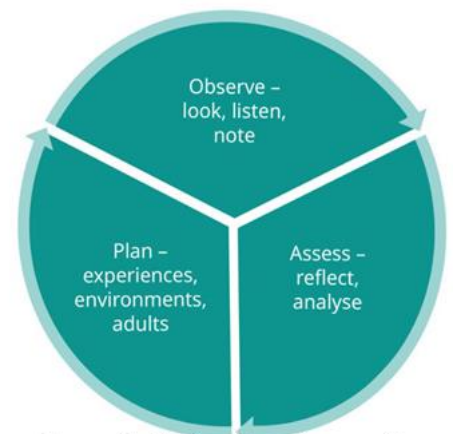


Figure 1. Cycle of an observation

The ECPLC (2023) recommends effective observations of children within play, it will build the practitioner’s understanding of the child, by knowing what they have learnt enabling staff to best plan to support individual progression within development and learning. Planning should be informed by observations and the developmental stages of children and incorporate the Curriculum for Wales and take account of the Children’s Act 1989 and the UN Convention on the Rights of the Child (UNCRC).

Observations will not only direct planning, as practitioners, use their in-depth knowledge of child development to create exciting and engaging activities for the children to expand on their previous experiences to help with their overall development, but enable the practitioner to reflect on their planning, what the child needs. Planning should cater for all children ensuring the setting is fully inclusive, Devarakonda, C. (2012. P. 160) believes differences should be seen and understood, empowering children to recognise and celebrate them at an early age, gaining the confidence to overcome their fear of difference.

Practitioners should have great depth of knowledge of child development, the curriculum, and the want to work with children. Planning should offer activities and experiences to children that create awe and wonder, The Quality Framework for Early Years (2023) state practitioners should implement and follow the “Five developmental pathways are, belonging, communication, exploration, physical development and well-being.”

It is good professional practice to keep updated with training, development, continuous professional development, being able to flexible and responsive to the needs of the children, work as part of a team, and reflect on themselves as practitioners.

As Schon's (1976) theory reflection-in-action, where reflection of the situation takes place within the situation, action can take place to reflect the learning benefiting from direct action reflection. (University of Hull, 2023)

At the core of planning, it should ensure every child's rights are embedded and planned that



Figure 2. Children's Rights. (Unicef, 2023)

every child can experience exciting activities that meet their personal developmental goals, provide the highest level of standards and safety. Professional practice is influenced by the UN Convention on the Rights of the Child (UNCRC) (2023), The first 42 are based on the child, the rest are the government, how they are to ensure all children get their rights.

There are 7 principles (shown in figure 3) within the UNCRC which raises awareness and develops the understanding of the 54 articles within the rights in the Convention for all children.

All children should have their dignity respected and valued. All children should have the right to express their opinions about themselves and be fairly treated in a non-discriminatory way, providing equal opportunities to individual needs.

Interdependence (rights being dependant on others) and indivisibility (all rights are equal) of children is to ensure all standards are met, all

children are protected from abuse, neglect, and violence. Ensuring concerns are addressed, by following policies.

Every child has the right to life, survival and development and should enjoy the same opportunities to grow and develop in a safe environment.



Figure 3. 7 Principles of Child's Rights. Unicef

The Welsh Government have 5 principles of a Children's Rights Approach that inform a professional practitioner, to provide "Equality and non-discrimination" ensuring that every child has an equal opportunity to be the best they can be.

The Children's Commissioner for Wales (2023) supports children by "Empowering children" enhancing children's capabilities as individuals. "Participation" ensuring children have their

views heard. "Accountability" authorities should be accountable to children for decisions and actions that affect their lives.

Safeguarding Procedures Wales (2023) state, practitioners need to ensure they follow the settings protocol for safeguarding the child, ensuring policies and procedures of the setting as the child's best interest is paramount and working with multi-agencies to understand circumstances, ensuring that families feel they are respected and informed, through the working relationships that has built over time.

Practitioners build relationships with children and their families by using their values, knowledge and by following policies and procedures, Birth to 5 Matters (no date) state that children require building relationships of "professional love". As young children bring concepts about relationships that they have learned from their personal experience to nursery providers. An adult who consistently attends to a child's needs will foster attachment bonds.

The child could feel they are not a good communicator, worthless or unlovable if they are rejected and their needs are not met. Studies show that bonds between carers and children develop over time, and that this attachment is critical to children's success in the future as well as their learning and development.

Young children need to have a "key worker." Brooker, (2010) labels the Key worker role as a "Triangle of Trust" This will be a designated individual at a nursery or a childminder. They need to create a unique bond not only with the child, but with the child's main carer. This entails a close connection rather than substituting parents and caretakers.

Within a child's life they have a range of multi-agencies throughout, from health visitors, social workers, police, school and many more. It is important that the teams that work around the child communicate effectively and maintain communication with team members, parents will provide safety and consistency for the child and providing the highest support available.

Conclusion

Early years practitioners have an important role to play in a child's life. They need to use their values, knowledge, skills, and own experiences to support children's holistic development. Observations are essential to planning, as practitioners need to "ensure that planning recognises, values, and reflects the diversity of children and their families." (ECPLC. 2023. P. 10) along with extending opportunities for the children to develop.

Planning should also include Children's Rights ensuring children are seen, heard, and supported. Practitioners need to have strong relationships with multi agencies and family members and to ensure communication is clear, open, and honest.

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