

The Professional Practitioner

Introduction

Reflection and Reflective Practice in Early Years

Reflection in early years practice is when you are firsthand acknowledging the situation within the environment as it develops. This enables you to immediately witness what is visible and identify the strengths or shortcomings within that provision.

Reflective in early years practice is the time away from the initial provision where you analyse lucidly what has taken place. The clearness of your conceptual understanding offers constructive guidance and criticism with how to move forward through modification. Important questions for reflection are: What ? How ? Who ? When ? Where ?

(Harlett, Samuleson and Carlsson 2008) suggests that reflection begins when we take consideration of a child's individual concepts, understanding and how they adapt. To support them we have to try and think like them in order to provide an adequate early year's provision.

The Importance of reflective practice in Early Years.

It is imperative for an early year's practitioner to be confident within their reflective practices. This embodies the belief that young children are able to facilitate all aspects of the curriculum. Early years practices are forever changing, and practitioners must adapt whilst being reflective and critical of their practices whilst adhering to the formality of the curriculum guidelines. All this whilst providing a nurturing environment that is enjoyable and differentiated to accommodate a child's individual needs. As a practitioner we must: Think/Learn/Action/Reflect on teaching practices to develop as a more improved practitioner/Practices are enjoyable and differentiated for children/Professional development throughout the practitioner journey/Critical, self-evaluation for reflective practices

'Learning to become a truly reflective practitioner is like being a butterfly-the metamorphosis may hurt as new thinking requires change' (Jones and Shelton, 2013) (P. 8)

'We don't learn through from experience, we learn from reflecting on the experience' (John Dewey)

The theory of reflection

Reflective practice is the knowledge to reflect on your own practical experiences whilst reflecting with a positive attitude towards one's personal practice. Along with this, it is paramount to be self-critical so that your reflective concepts move forward with adaptation to develop as a practitioner.

John Dewey's 'theory of inquiry' had an impact on Donald Schon and his early years of study. He believed his work should not be adhered to without being critical.

Donald Schon made an integral contribution towards the conceptual understanding of learning and the methodology of his practices of reflection and his reflection on-action. His theory encourages practitioners to ruminatively consider their own concepts and practices (Aubrey K, Riley A) (P. 182)

Together Dewey and Schon believed that reflective practice was a possible alternative to technical concepts. Moving forward this being that a practitioner's knowledge, understanding and expertise be the progression rather than the science. Nevertheless, Dewey still believed that a science approach was initially required within professional practice whereas Schon saw no position for science and that a practitioner's practice is knowledge.

Analysis of Reflective Models

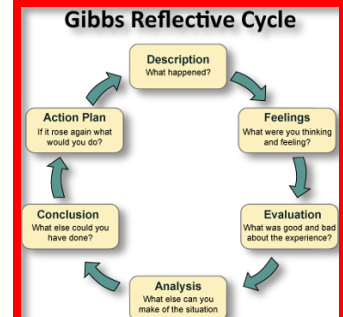
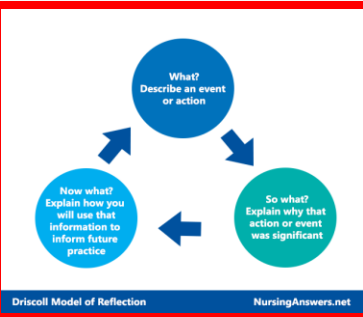
Driscoll and Gibbs

Driscoll's reflective model has the concept of, What ? So what ? Now what ?

It has a simplicity that allows it to be easily remembered and utilised as and when required within any reflective practice. This model is not as referenced as other theorists but it provides a more usable approach.

Gibb's model of reflection has a six-point criteria approach where it gives a practitioner a more in-depth breakdown for their individual reflection. It allows a more analytical process of thinking.

To summarise, models can be as basic as Driscoll's or as in depth as Gibb's but it depends on a practitioner's individual approach and conceptual understanding through their own professional practice whilst with their early year's children and setting.



References

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