

Part 1: Personal Development Plan

2308275

ECEY4009

509 words

My Strengths:

I always stay with **positive thinking** and keep **enthusiastic** on my mind to treat everything or everyone. I love Mathematics that train me up be **logical** and **analytical thinking** and develop my **problems solving skills**. Working at Nursery is more challenge, busy and unique work environment with children which build me up quick and working more **flexible with care**. Be an employee of NHS that is one of the largest organisation in UK. When I working communicate with different teams, limited time and high demand that need to train up my **time management, ICT and self-control skills**.

Improvement and Development Goals	Action Plan		Timelines	Resources Needed	Achievement
	Learning Objective	Intervention			
<u>Personal Development</u> <u>Goal</u> -Improve my communication skills (including oral and formal academic/business writing)	As Shon (2018) point out, express the right meaning to academic writing avoided making mistake that can be more efficient. It will be built up my confidence and support my work and study also.	- Improve reading and listening skills with practicing English through university library reaching academic books and using student support platform to get more English practice exercise. - Attend English webinar lesson with tutor every week	6-12 months	Register library card or e-library to borrow different interest items. Setting up stable device to attend the webinar lesson. Try to sharing good movies with friends and practicing all the time. Ask and shadowing with some native speaker to practice and training. Using the business writing skill on my job role.	Affluent communicate with people who are native English whatever speaking or writing to achieve more professional.
<u>Educational Development</u> <u>Goal</u> – Attend Play Therapy Courses	Scarlett (2005) suggest that can be understanding the play therapy work through different international organisation to get the qualification of professional training.	- Join Introduction to Play Therapy training - Reading relative books, article and journal - Research the relative department or organisation in Birmingham - Recognising the profession job and details	6-18 months	Explore more different technical skills for play with children. Understand the children’s growing need and development through different module of my university lecture.	Get knowledge for early year education and care. Pass and get my degree certificate.
<u>Career Development Goal</u> - Be a trainee of play therapy	Garza et al.,(2009) states that the better way to get the training of the play therapists is through professional workshops or during initial practicum experiences with real clients and case studies.	- Get some relative certificate and working experience with children and young people - Achieve the basic requirement of trainee play therapist in NHS - Using the play therapy studies to clarify the training needs	2 years or more	Make a good network with relative professional to get more information. Development a relative working experience which will help and get the opportunity into the trainee play therapist. Pay close attention on some play therapy organisation, can be join their workshop or training to build up the skills and experience.	Trainee of the play therapist with NHS to getting more achievement with my career development.
Feedback / Reflect					

Part 2: Briefing Paper

2308275
ECEY4009
1020 words

EXPLORE & ANALYSES

HOW IMPORTANCE OF REFLECTIVE PRACTICE WITHIN THE EARLY YEARS PRACTITIONER

Reflective practice is a fundamental aspect of professional development and growth in the field of Early Years education. This briefing paper explores the concept of reflection and its significance within early years (EY) practice.

What is Reflection and Reflective Practice?

The definition of reflection is the context of human cognition and learning, refers to the process of thinking about analyzing experiences, actions, or situations to gain a deeper understanding and improve future actions. It goes beyond simply recounting events; it requires deep analysis and self-awareness. Reflection is commonly used in education, professional development, and personal growth to enhance learning and problem-solving. (Essays, 2018b)

Reflective practice involves the intentional and systematic use of reflection to inform and enhance professional practice. It is a cyclical process where practitioners examine their actions, beliefs, and values to make informed decisions and improve the quality of practice. In the context of Early Year education, their work to enhance their professional skills and provide better outcomes and welfare for children (Brock,2014a).

Why is Reflective Practice Important to Early Year Practice?

Reflective practice holds significant importance in the field of Early Years education for several reasons (Brock,2014b):

Enhancing Teaching and Learning: Reflection helps practitioner identify what works well and what needs improvement in their teaching methods, pedagogical approaches and interactions with children. Ultimately benefiting children's learning experiences and promoting better learning outcomes.

Professional Growth: Reflective practice supports the professional development of early years practitioner, helping them stay updated with current research, best practices, theories and adapt to evolving educational trends.

Enhanced Problem Solving: Reflective practice equips practitioners with problem-solving skills, allowing them to address challenges effectively and make informed decisions, fostering a more supportive learning environment.

Increased Self-Awareness: Through reflection, practitioners gain self-awareness and insight into their biases, beliefs, and values, which can positively impact their interactions with children, families, and colleagues.

Quality Assurance: Reflective practitioners can better meet the individual needs of children, fostering their holistic development and ensuring their well-being. It contributes to the ongoing assessment and improvement of early years programs and services, ensuring a high standard of care and education.

The Theory of Reflection

There are various theoretical frameworks underpinning reflective practice. One widely recognised model is Schön's (2016) theory of reflection within the professional context, which distinguishes between two types of reflection: "reflection-in-action" and "reflection-on-action."

Reflection-in-action

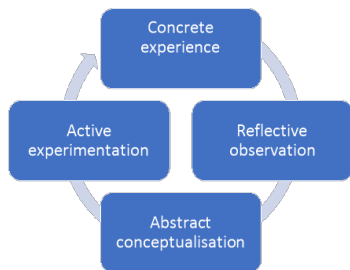
Occurs during the actual teaching or interaction with children. It involves thinking on your feet, making decisions, and adjusting your approach in real-time based on the ongoing observations and insights. It requires quick thinking and adaptability, allowing for immediate adjustments to improve outcomes.

Reflection-on-action

This involves reviewing back on the teaching experiences and actions after they have occurred. It entails analyzing what happened, why it happened and how it can be improved for future situations. It is a retrospective approach that allows practitioners to learn from their mistakes and successes.

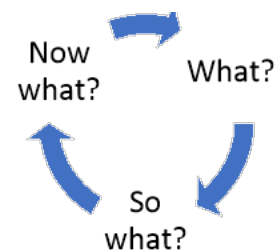
Analysis of Different Reflective Models

Kolb's Experiential Learning Cycle



(Source:UKEssays,2018)

Rolfe et al.'s reflective model



(Source:UKEssays,2018)

Kolb's Experiential Learning Cycle and Rolfe et al.'s Reflective Model are both widely recognized frameworks for understanding and facilitating reflective practice. While they share some similarities in their emphasis on experiential learning and reflection, they differ in their approaches and the way they conceptualize the learning process. Let's compare these two models based on their contrasts, advantages and disadvantages.

Contrasts:

Kolb's model is based on the idea that learning is a cyclical process that involves four stages. From concrete experience, reflective observation, abstract conceptualization, and active experimentation. The cyclical model allowing exploration and experimentation that learners can apply new knowledge and ideas to future experiences to enhance learning. It emphasizes the importance of learning from experience and reflection to apply new knowledge. (Kolb, 2014).

However, Rolfe (2011a) argue against Borton's reflective framework and highlight three fundamental questions: What? so what? What should we do now? It builds on a simpler linear process and moves through prompt questions to a final second stage that guides individuals to describe, analyze and plan based on their own experiences. Which is more structured and systematic with a clear progression from description to analysis then to action. That focus on describing and analyzing the experience rather than on immediate application.

Descriptive level of reflection	Theory- and knowledge-building level of reflection	Action-oriented (reflexive) level of reflection
What ... 	So what ...	Now what ...
... is the problem/ difficulty/reason for being stuck/reason for feeling bad/reason we don't get on/etc., etc.? ... was my role in the situation? ... was I trying to achieve? ... actions did I take? ... was the response of others? ... were the consequences • for the client? • for myself? • for others? ... feelings did it evoke • in the client? • in myself? • in others? ... was good/bad about the experience?	... does this tell me/teach me/imply/mean about me/my client/others/ our relationship/my client's care/the model of care I am using/my attitudes/my client's attitudes/etc., etc.? ... was going through my mind as I acted? ... did I base my actions on? ... other knowledge can bring to the situation? • factual • practical • personal ... could/should I have done to make it better? ... is my new understanding of the situation? ... broader issues arise from the situation?	... do I need to do in order to make things better/stop being stuck/ improve my client's care/resolve the situation/feel better/get on better/etc., etc.? ... broader issues need to be considered if this action is to be successful? ... might be the consequences of this action?

(Source: Rolfe et al's, 2011b)

Advantages & Disadvantages:

Kolb's Experiential Learning Cycle is marking a well-rounded that obviously more holistic approach. The cyclical is flexible to adapt anybody for a wide range of individuals. It highlights the importance of experiential learning, which is valuable for various fields and educational settings but the four-stage cycle may be seen as complex and find it challenging to understand the transition between the stages and how to effectively apply the model for those new to the concept of experiential learning (Kolb, 1984).

Rolfe et al.'s Reflective model's straightforward linear structure is easy to apply and making it accessible for the new to reflective practice. Clear guidance for reflection, ensuring that important aspects are covered and emphasizes on deep reflection, critical thinking and exploration of experiences. Its practical orientation is particularly useful in professional contexts. On the contrary, only focus on the three questions may not always be suitable for more complex or multifaceted situations. The linear nature may not capture the cyclical and iterative nature of learning for some individuals (Rolfe, G et al's, 2011c)

Conclusion

Reflective practice is integral to early years education, as it facilitates professional growth, improved teaching and learning, and better outcomes for children. While various reflective models are available, practitioners should choose the one that aligns with their personal style and the specific context of their work. The choice between Kolb's Experiential Learning Cycle or Rolfe et al.'s Reflective model depends on the individual's need, the context of the reflection and the desired depth of analysis and action. Both models can be effective tools for promoting reflective practice. Regardless of the model used, the commitment to regular reflection is key to enhancing the quality of Early Years Practice and ensuring that children receive the best possible support, welfare and care for children and families, ultimately contributing to the success and well-being of the children.

PART3:

WRITTEN ESSAY (RECOGNISE AND ANALYSE THE SIGNIFICANCE OF DIFFERENT ASPECTS OF PROFESSIONAL PRACTICE AND WHY THESE ARE IMPORTANT IN MEETING THE INDIVIDUAL AND INCLUSIVE NEEDS OF CHILDREN.)

Introduction of different aspects of professional practice

Professional practice in the field of childcare, child education and development are a multifaceted and dynamic domain that involves a wide range of aspects. These aspects are crucial in recognising and addressing the diverse needs of children, with a primary focus on individuality and inclusivity. In this essay, we will explore the significance of different components of professional practice, including professional values, communication, professional knowledge, multiagency work, observations, planning, and the United Nations Convention on the Rights of the Child (UNCRC). These components collectively contribute to the holistic development of children and ensure that their unique requirements are met within a framework of inclusivity.

Professional Practice

Professional practice in early years education refers to the set of activities, behaviors, and principles that early year practitioners employ in their work with young children. These practices are designed to create a nurturing and developmentally appropriate learning environment, fostering the well-being, growth, and learning of children from birth to around eight years old. Early years practitioners place the needs and interests of the child at the forefront of their work, focus on nurturing all aspects of a child's development including physical, cognitive, social and emotional growth (Wood, 2013).

Professional values of practitioner

Professional values are the cornerstone of ethical practice in any field, including childcare, early year education and development. Professional values, such as respect, integrity, and empathy, play a pivotal role in fostering a positive and supportive environment for children. Practitioners who adhere to these values create an atmosphere where children feel valued and safe (Feeney et al., 2019).

Respect in early years education means valuing and acknowledging the unique characteristics, backgrounds, and perspectives of each child and their families. It involves treating all individuals with courtesy and dignity (Murray, 2020).

Integrity involves maintaining honesty, trustworthiness and professionalism in all aspects of one's work. It means being transparent and ethical in actions and decisions. Being truthful and transparent with parents or carers about any incidents or concerns involving their child (Traunter, 2019).

Empathy is the ability to understand and share the feelings and perspectives of children, families and colleagues. It helps in building strong relationships and providing emotional support (Schonert-Reichi, 2012).

A commitment to child well-being means prioritising the safety, health, and development of children above all else. Practitioners are dedicated to providing the best possible care and education for each child such including childproofing and maintaining appropriate ratios of adults to children. Additionally, professional values guide practitioners in making ethical decisions when faced with complex situations. Practitioners who embody these values create nurturing, respectful, and supportive learning environments. Therefore, professional values are fundamental in ensuring that children's emotional and social needs are met in a professional setting (McMahon, 2018).

Communication

Moyle (2006) states that effective communication is a vital aspect of professional practice in child education. It involves not only the exchange of information but also active listening and understanding. Adequate communication skills enable practitioners to connect with children, parents, careers, colleagues and other professionals involved in the child's development. Allowing for the identification of individual needs, interests and abilities for the development of inclusive strategies. Enables practitioners to convey information, instructions, and concepts in a clear and engaging manner, facilitating children's understanding and learning. When issues or concerns arise, by fostering open and effective clear communication is vital for addressing them promptly and constructively. Professionals can build trust, share information and create a supportive network around the child. It allows for problem-solving and conflict resolution. This is particularly crucial for children with special needs, as it ensures that all relevant parties work together to provide the best possible care and education. It helps create an inclusive environment where children from diverse backgrounds and abilities can thrive. It ensures that every child's voice is heard and respected. Effective communication is the key to successful collaboration.

Professional Knowledge

It's vital to stay up to date on the latest research, best practices, and educational theory. These are the most effective teaching strategies, curriculum methods and interventions to support child development. The needs of children and families change over time, and new challenges may arise. Staying updated allows practitioners to adapt to changing needs and provide optimal care. Continuous learning and professional development are essential for personal and professional development, expanding their knowledge and skills. Critical to maintaining the quality of early year education programs that will benefit children and families. Practitioners participate in professional development activities such as attending workshops, seminars and training programs (Burnham, 2016).

Multiagency work

According to Payler et al., (2013), multiagency work involves partnerships with healthcare providers, social workers, other organisations to provide comprehensive support to children and their families. This collaborative approach ensures that children with complex needs receive a well-rounded and inclusive service. Children have diverse needs that may go beyond the expertise of a single practitioner. The multiagency effort brings together professionals from a variety of fields to support the holistic development of children. Provide timely assessment and intervention to prevent problems from escalating. It also helps

create inclusive environments where children of all abilities, backgrounds and needs have access to appropriate support and resources. Strengthen parent involvement and empower children's development and education. Collaboration with other professionals provides opportunities for early year practitioners to learn from each other, share best practices and expand their knowledge and skills.

Observations

Pence (2017) discusses various aspects of language development in early year, including the importance of observations. During assessment, observations provide insight into a child's cognitive, physical, social, and emotional development. Practitioners can assess a child's stage of development and tailor activities to their specific needs and interests. Practitioners can develop unique learning plans based on observations, ensuring teaching and activities are aligned with the child's strengths and areas for improvement. Through observation, practitioners gain valuable information about a child's learning style, interests and strengths which can tailor their lessons to suit the child. Ensure children are engaged and challenged at appropriate levels. Identify any development delays, special needs or concerns early. It is necessary to provide children with the support they need. In some cases, observations can serve as a form of documentation and evidence that early years practitioners meet educational standards and regulations. Practitioners need to provide concrete evidence of children's progress that can be shared with parents to promote effective communication and involvement in their children's education.

Planning

Planning is a key aspect of professional practice in early year education. It involves designing and implementing strategies that support children's development. Ramírez et al., (2008) point out effective planning allows practitioners to tailor learning experiences to each child's unique needs, abilities and interests. It ensures that children receive the appropriate level of challenge and support. Promote holistic growth by addressing all aspects of child development, including cognitive, physical, social and emotional domains. Set a clear educational goals and objectives for each child based on observations and assessments, guiding their efforts in promoting skill development and school readiness. Ensure that activities and experiences align with the chosen curriculum framework, helping children progress through the stages of learning as outlined in the curriculum. Planning helps determine the resources, materials, and teaching aids needed to support the teaching goals, and engaging interesting with relevant to children's lives promotes motivation and enthusiasm for learning. Fostering a strong home-school partnership with effective planning.

The United Nations Convention on the Rights of the Child (UNCRC)

The United Nations Convention on the Rights of the Child (UNCRC) is a globally recognized human rights treaty that outlines the rights and protections that should be afforded to children. The UNCRC sets out a comprehensive framework for ensuring children's well-being, including their right to education, health, protection from harm, and participation in decisions that affect them.

Incorporating the UNCRC into early year professional practice reinforces the significance of recognizing and addressing the individual and inclusive needs of children. It serves as a legal and ethical guide for

practitioners, emphasizing the importance of child-centered approaches that prioritise the well-being and development of each child. For instance, the UNCRC promotes the right of every child to express their opinions and have those opinions considered in matters that affect them. This principle aligns with inclusive practices, as it emphasizes the importance of listening to and respecting the individual perspectives and needs of children (Hammarberg, 1990)

Conclusion

Professional practice in early year education and development is a multifaceted and dynamic field that requires practitioners to recognize and address the individual and inclusive needs of children. Key components, such as professional values, communication, professional knowledge, multiagency work, observations, planning and the UNCRC, collectively contribute to the holistic development of children. Adherence to professional values fosters a positive and ethical environment, effective communication supports the identification of individual needs, professional knowledge keeps good quality of early year education, multiagency work ensures comprehensive support, observations inform tailored interventions, and planning promotes inclusivity. The UNCRC reinforces the significance of children's rights and well-being, guiding practitioners in their mission to create an inclusive and child-centered environment. Through the integration of these aspects into professional practice, children can receive the support and care they need to thrive, regardless of their individual circumstances or backgrounds.

Reference list

- Brock, A. (2014a). *The Early Years Reflective Practice Handbook*. [online] Taylor & Francis Group, pp.7–19. Available at: <https://ebookcentral.proquest.com/lib/trinity/reader.action?docID=1744144&ppg=41> [Accessed 15 Oct. 2023].
- Brock, A. (2014b). *The early years reflective practice handbook*. [online] London: Routledge, pp.22–37. Available at: <https://ebookcentral.proquest.com/lib/trinity/reader.action?docID=1744144&ppg=56>.
- Burnham, L. (2016). *How to be an outstanding early years practitioner*. London: Bloomsbury, pp.108–117.
- Feeney, S., Freeman, N.K. and Moravcik, E. (2022). Developing a Code of Ethics for Early Childhood Educators. *YC:Young Children*, [online] 77(1), pp.84–89. Available at: <https://search-ebshost-com.ezproxy.uwtsd.ac.uk/login.aspx?direct=true&db=eue&AN=155548574&site=ehost-live> [Accessed 22 Oct. 2023].
- Garza, Y., Falls, L. and Bruhn, R.A. (2009). Measuring deeper meaning responses: A discrimination scale for play therapists in training. *International Journal of Play Therapy*, 18(3), pp.147–161. Available at : <https://doi.org/10.1037/a0015548>.
- Hammarberg, T. (1990). The UN Convention on the Rights of the Child--And How to Make It Work. *Human Rights Quarterly*, 12(1), pp.97–105. Available at : <https://doi.org/10.2307/762167>.
- Johnson, D.T. and Price, J.E. (2019). *Will this be on the test? : what your professors really want you to know about succeeding in college*. Princeton, New Jersey: Princeton University Press, p.116.
- Kolb, D.A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. 2nd ed. Upper Saddle River, New Jersey: Pearson Education, Inc.
- McMahon, S. and Dyer, M. (2018). *Advanced work-based practice in the early years : a guide for students*. London: Routledge, pp.57–71.
- Moyles, J. (2006). *Effective leadership and management in the early years*. Open University Press, pp.110–115.
- Murray, J. (2020). Respect for Early Childhood Education: Editorial. *International Journal of Early*

Years Education, [online] 28(1), pp.1–5. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.1080/09669760.2020.1715540> [Accessed 22 Oct. 2023].

Nutbrown, C. and Clough, P. (2014). *Early childhood education : history, philosophy and experience*. 2nd ed. Thousand Oaks, California: Sage Publications.

Payler, J. and Georgeson, J. (2013). Multiagency working in the early years: confidence, competence and context. *Early Years*, [online] 33(4), pp.380–397. Available at: <https://www-tandfonline-com.ezproxy.uwtsd.ac.uk/doi/full/10.1080/09575146.2013.841130> [Accessed 22 Oct. 2023].

Pence, K.L. and Justice, L.M. (2017). *Language development from theory to practice*. 3rd ed. Pearson.

Ramírez, E., Clemente, M., Recamán, A., Martín-Domínguez, J. and Rodríguez, I. (2016). Planning and Doing in Professional Teaching Practice. A Study with Early Childhood Education Teachers Working with ICT (3–6 years). *Early Childhood Education Journal*, 45(5), pp.713–725. Available at : <https://doi.org/10.1007/s10643-016-0806-x>.

Rolfe, G., Jasper, M. and Freshwater, D. (2011a). *Critical Reflection in Practice : Generating Knowledge for Care*. 2nd ed. Basingstoke: Palgrave Macmillan, pp.42–51.

Rolfe, G., Jasper, M. and Freshwater, D. (2011b). *Critical Reflection in Practice : Generating Knowledge for Care*. 2nd ed. Basingstoke: Palgrave Macmillan, p.45.

Rolfe, G., Jasper, M. and Freshwater, D. (2011c). *Critical Reflection in Practice : Generating Knowledge for Care*. 2nd ed. Basingstoke: Palgrave Macmillan.

Scarlett, W.G., Naudeau, S., Salons-Pasternak, D. and Ponte, I. (2012). *Children's Play*. [online] SAGE Publications, Inc. Available at: <https://doi.org/10.4135/9781452232393> [Accessed 8 Oct. 2023].

Schön, D.A. (2016). *The Reflective Practitioner How Professionals Think in Action*. England: Routledge.

Schonert-Reichl, K.A., Smith, V., Zaidman-Zait, A. and Hertzman, C. (2012). Promoting Children's Prosocial Behaviors in School: Impact of the 'Roots of Empathy' Program on the Social and Emotional Competence of School-Aged Children. *School Mental Health*, [online] 4(1), pp.1–21. Available at : <https://doi.org/10.1007/s12310-011-9064-7>.

Shon, P.C. (2018). *The quick fix guide to academic writing : how to avoid big mistakes and small errors*. SAGE, London, 2018, p.15.

Traunter, J. (2019). Reconceptualising early years teacher training: policy, professionalism and integrity. *Education 3-13*, [online] 47(7), pp.831–841. Available at: <https://doi-org.ezproxy.uwtsd.ac.uk/10.1080/03004279.2019.1622498> [Accessed 22 Oct. 2023].

UKEssays (2018a). *Models of Reflective Practice Lecture*. Available at: <https://www.ukessays.com/lectures/education/best-practice/reflective/> [Accessed 15 Oct. 2023].

UKEssays. (2018b). *Reflective Practice in Education: Why reflect? Lecture*. [online] Available at: <https://www.ukessays.com/lectures/education/best-practice/reflective/why-reflect.php#citethis> [Accessed 15 Oct. 2023].

Wood, E. and Attfield, J. (2013). *Play, learning and the early childhood curriculum*. 3rd ed. SAGE Publications Ltd.