

Specific	In three to six months, I would like to achieve my confidence in academic skills. I would like to be able to accomplish this because i want to believe in my own abilities more and have more confidence in participating in lectures. The requirements for this to be archivable is to have a positive mindset and to practice skills regularly. The only constraints i think i will have is that i lack confidence because I've got a fear of getting it wrong and being very nervous and having anxiety about talking Infront of people.	In two years, I hope to have achieved my degree in early years. I want to accomplish this degree because i want to become a teacher in the future and this degree will assist me on doing that. The requirements for this would be to make sure i hand my work in on time each month and making sure i hit the pass mark with every module.
Measurable	I will be able to measure my progress by keeping a little record of my grades to see if they are improving and if I rate my confidence in class each week from one to ten to see if the number is getting higher. I will know when I accomplish my goal because I will feel more confident in participating in group talks in lectures and when my grades improve.	I will know when this goal, is accomplished when I receive my grade at the end of the degree to see if I passed it or not.
Achievable	My goal can be accoplished if I ask my lectures for feedback on my work to see where i need to improve. Also, if I ask more questions about the work so i can understand it more if I need too. The logical steps	This goal can be accomplished if i give it 100% effort and if i turn up to every lecture each week if it's possible. The logical steps to achieve this goal is to make sure I keep up with my coursework, and

	i should take to accomplish my goal are to try and identify my weaknesses and focus on them more than anything else. Also, I think practicing regularly will help me become more confident.	to make sure I'm summiting it on time.
Relevant	I think this a worthwhile goal because this will help me have the confidence in finishing my degree. Also, it would help me in my future to be more confident in future jobs. I think this is the perfect time to try and achieve this goal because it's my first few weeks on this degree and doing it now will help me with the degree.	I feel like this is the right time in my life to be able to achieve this degree because I feel like I'm more knowledgeable now in early years than when I was younger and I feel I'm more mature.
Time-bound	I'm hoping to achieve this goal around three to six months, but I would be happy if I achieve it before six months. I will work on this goal a few times a week at home and every week in lectures.	This goal will take two years because that's my time limit and I will be working on this goal every week when I am completing my course work

What is reflective practice?

Reflective practice is the process of looking back at an experience and thinking carefully about what happened, how you responded, and what you could learn from the situation. It allows a person to recognise what went well, identify areas that could have been handled differently, and use this understanding to improve their future practice. Reflective practice is therefore not simply thinking about an experience; it involves considering the reasons behind what happened and using the learning gained to make positive changes. Gibbs (1988) suggests that reflection can be structured by considering the experience, feelings, evaluation, analysis, conclusions and an action plan. This can help individuals develop their skills and make more informed decisions in similar situations in the future (Gibbs, 1988).

why does it matter?

Reflective practice is important in early years education and care because it helps practitioners think about the way they work and consider whether their approach is meeting the individual needs of the children. By reflecting on everyday experiences, such as activities, interactions or situations that may not have gone as planned, practitioners can recognise what worked well and think about what they could do differently next time. This can help improve the quality of care and learning that children receive, because practitioners can use what they have learned to adapt their planning, teaching and interactions. The Department for Education (2024) explains that practitioners should observe and assess children's progress and use this information to make changes to activities and teaching where needed. Reflective practice can therefore help practitioners develop professionally while also making sure that children are supported in ways that are appropriate for their individual development and needs

1. Policy content in Wales

In Wales, reflective practice is an important part of improving the quality of early years education and care. The Welsh Government has developed an Early Childhood Play, Learning and Care Reflective Practice Toolkit to support practitioners and teams to think about the quality of the provision they provide and identify ways it can be improved (Welsh Government, 2023). Reflecting on everyday

practice, such as observations, interactions with children and the learning experiences provided, can help practitioners recognise what is effective and consider whether changes are needed. This is also reflected in the *Curriculum for funded non-maintained nursery settings*, which includes reflective questions that encourage practitioners to consider how well they use observations to inform planning and how they can develop their practice (Welsh Government, 2025). This shows that reflective practice is not simply about looking back at what has happened but about using professional thinking to make improvements that can support children's individual learning, development and wellbeing.

Practice example-

Practice Example 1

Observation: Child becomes distracted and stops participating when completing a group activity that requires following several steps.

Analysis: The child may find it difficult to maintain concentration when an activity involves multiple instructions and a longer period of focus.

Action: Break the activity into smaller steps and provide individual support to encourage the child to remain engaged and complete the task.

Academic Evidence

Observation, assessment and planning are important aspects of effective early years practice. The EYFS states that practitioners should understand each child's individual needs, interests and stage of development and use assessment to help plan appropriate learning experiences. (department for education,2026)

Clarke (2009) explains that observation is an important part of the assessment process because it helps practitioners understand children's development and use this information to plan future learning experiences. This supports the idea that when a child finds an activity too challenging, the practitioner should reflect on the observation and adapt future experiences to better meet the child's developmental needs.

Giardiello, McNulty and Anderson (2013) also highlight the relationship between observation, assessment and planning in early years practice, showing how observations can be used to inform practitioners' assessment and planning.

Distinction Features of Reflective Practice

Reflective practice is an important part of working in early years because it allows practitioners to think about their experiences and improve the way they work with children. To show a high level of reflective practice, practitioners need to look beyond simply describing what happened. They should think about why something happened, what they learned from it and how they can improve their practice. Schön (1983) explains that professionals can reflect during an experience and after an experience. This means that an early year's practitioner can notice something happening while working with a child and make changes straight away. They can also think back afterwards about what went well and what could have been done differently. Another important feature is using research and professional knowledge to support decisions. This helps practitioners understand why certain approaches may work better for individual children. Reflective practice should also show professional insight, meaning that practitioners recognise their strengths as well as areas where they need to improve. Finally, reflection should lead to an action plan. For example, if a child did not engage with an activity, the practitioner could think about the reason and consider whether the activity matched the child's interests or needs. Next time, they could adapt the activity or offer different resources to encourage the child to take part.

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