

Contents

1. PDP

2. Briefing Paper

3. Written piece

	What do I want to educate myself on or be?	What do I have to do to get there?	How will I acknowledge I've achieved this?	What resources will I retrieve?	What might get in the way of accomplishing this?	What assistance will I have?	Begin date:	Finish date:
1.	Growing more confident will enable me to boost my self-esteem levels.	Book myself a confidence course.	I feel a huge difference within myself and, I am happy with myself and, enjoy the flow of things. I stay confident for a long period.	https://www.wea.org.uk/courses/life-skills/confidence-skills https://www.bbcmaestro.com/courses/evy-poupouras/the-art-of-influence?utm_source=google&utm_medium=cpc&utm_campaign={campaign}&utm_term=self-help%20course&utm_content=168657143214&gad_source=1&gclid=EAlaIQobChMI0KL-6lfciQMVm45QBh2tQjk8EAA YASAAEgJ7lvD_BwE https://www.healthinmind.org.uk/courses/self-esteem-course https://www.careerchangel.co.uk/confidence-building/	I may have low days and that might trigger my anxiety levels, which might make me feel less confident.	My family is my backbone and rock. They will support and guide me and, give advice on areas for improvement, as they want what is best for me.	October 2024	July 2025

2.	Build on my communication skills.	Book a communication-enhancing course.	I will improve my communication skills and carry myself well. Also, I received compliments/feedback from family and friends telling me I had improved.	https://www.impactfactory.com/programmes/communication-skills-training/open-courses/communication-skills-course/?ppc_keyword=communications%20course&gad_source=1&gclid=EAlaIQobChMIqsedhongiQMvmqRQBh235zOmEAAYAiAAEgljpfD_BwE https://www.revolutionlearning.co.uk/courses/communication-skills-training-course/cardiff/ https://cavc.ac.uk/en/courses/abe/communication-essential-level2	Communication is part of everyday life. If I practice something important daily, I might feel overwhelmed and lack motivation.	Being in social situations and putting myself out there will enhance my communication with situations better.	November 2024	June 2024
3.	Broaden my knowledge of Safeguarding policies and procedures.	Download the Wales Safeguarding Procedures app, read, and gain an insight into	Book myself a safeguarding level 3 course and test my knowledge of safeguarding by quizzing myself and asking family members	https://www.safeguarding.wales/en/ https://www.virtual-college.co.uk/courses/safeguarding/safeguarding-adults-level-	Time management issues – Having family commitments, or any other responsibilities. Also, I might easily forget to fit it into my schedule.	Testing my knowledge from family and friends (peers). I can out to someone with experience and	October 2024	January 2025

		the policies and procedures.	to test me as this will let me know how well I know the policies and procedures.	3?bcndyn=d2lkOjU0OXxjaWQ6NTI2&gad_id=667031175776&utm_term=safeguarding%20course&utm_campaign=Online:Safeguarding:Course:Generic:UK:Search:BMM&utm_source=google&utm_medium=cpc&utm_content=:crid=667031175776:cid=11767905250:tid=kwd-324769531678:kwd=safeguarding%20course:dev=c&gad_source=1&gclid=EAlaQobChMIvJ78u4nciQMVmY9QBh35vzCJEAAyAiAAEgKRy_D_BwE https://www.ihasco.co.uk/courses/landing/safeguarding-children?utm_source=SearchEngineGoogle&utm_medium=Paid&utm_campaign=Safeguarding&utm_term=safeguarding%20children%20training&gad_source=1&gclid=EAlaQobChMIiYny48ThiQMVuYBQBh1PrQEfEAAYASAAEglpCfD_BwE	knowledge from an online community of safeguarding.		
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4.	Learn more Welsh	Book me a Welsh language course	I understand the terms of the Welsh vocabulary, and I feel confident speaking slightly fluently.	https://www.open.edu/openlearn/languages/welsh/croeso-beginners-welsh/content-section-0?active-tab=description-tab https://www.citylit.ac.uk/courses/languages/celtic/welsh?gad_source=1&gclid=EAlaQobChMlxJPu5r_hiQMvt5hQBh2DJgTqEAAAYASAAEgkVXfD_BwE https://learnwelsh.cymru/about-us/providers/cardiff-university/	Cost implications – There may be a fee for the course as well as travel expenses, and resources.	I can get help from my peers, the resources available to me, and my teachers.	December 2024	July 2025
5.	Learn BSL	Book myself a BSL course	Learn a lot of British Sign Language and understand most of the signs.	https://www.alstraining.org.uk/british-sign-language-bsl/ https://www.saronatraining.co.uk/bsl-level-2.html https://disabilityawareness.training/free-british-sign-language-lessons-with-enhance-the-uk/?gad_source=1&gclid=EAlaQobChMlxJPu5r_hiQMvt5hQBh2DJgTqEAAAYASAAEgkVXfD_BwE	There will be time management issues of trying to fit this into my busy schedule.	I can get help from my peers, the resources available to me, and from course teachers.	October 2024	July 2025

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The Importance of Reflective Practice within the Early Years

What is Reflection?

Professionals have an important responsibility in professional training, as reflection and reflective practice are fundamental principles of professionals. Reflection is a necessary aspect of professional practice and is stimulated by a variety of disciplines, specifically in education and health and social care (Brock, 2015).

A practitioner's appointment to reflective undertakings entails:

- Reflective thinking
- Reflective learning
- Reflective action

(Appleby and Andrews, in Reed and Canning, 2012)

What is Reflective Practice?

Reflective practice ought to be a constant cycle of reflection and enhancement. It involves thinking about and examining one's practice to challenge, shift, modify, develop, and upgrade it (Pacey, 2016).

Why is reflective practice important to early years practice?

We can become improved practitioners by learning from our reflections and obtaining awareness.

Reflecting on our practice is essential as a device for progress and growth. Through processing and reflecting, teaching is an ability where pedagogy is achieved and constructed.

Your understanding will continue and subside to your permanent learning, by writing about your experiences which will assist you in subsequently making sense of them. (Gunning, 2022)

Reflective practice facilitates practitioners to:

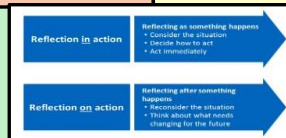
- Grow a critical knowledge of their practice
- Strengthen their confidence
- Be more practical
- Enhance skills, learning, and understanding
- Increase the quality of care and education open to children.

(Birthto5matters, 2021)

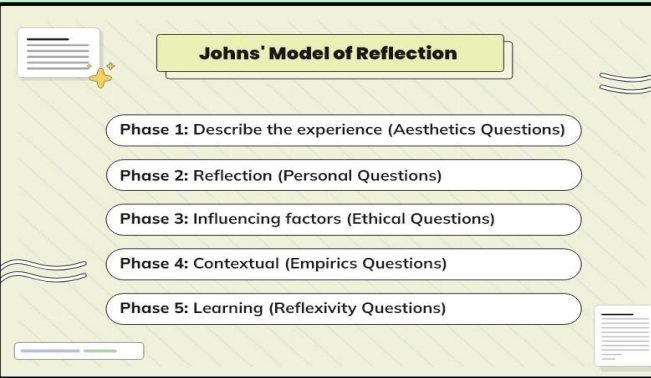
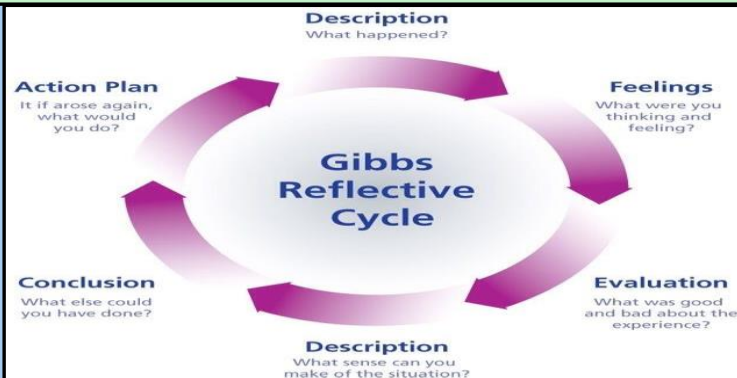
The theory of reflective practice

Schon theorised on two different reflective practices known as:

- Reflection in action
- Reflection on action



Reflection in action can be described as the ability of an individual to think on 'their feet.' It revolves around the idea that within any given moment when faced with a professional issue, a practitioner usually connects with their feelings, emotions, and prior experiences to attend to the situation directly. Reflection on action on the other hand is the idea that after the experience, a practitioner analyses their reaction, and explores the reasons, and the consequences of, their actions. This is usually conducted through a documented reflection of the situation. (Care Learning, 2024)



<u>Gibbs Reflective Cycle</u>	<u>Johns Reflective Model</u>
Stage 1 – The first stage requires you to write down or explain to someone, a short version of the event you want to reflect on. Depending on the type of event you select, will also depend on whether you want to share this with someone, or keep it to yourselves. At this stage, it is important to get as much information as you can objectively. Stage 2 – This stage asks you to recall and explore the things that were going on inside your head during the event and why they stuck in your mind in the first place. Stage 3 – Evaluating something means giving it value or measuring it against some standard. At this stage, you are trying to arrive at some judgments about what happened so you can recognise its components and not just those at the front of your mind when you think about it. Stage 4 – Now, you are 'breaking things down into their parts' so they can be explored, separately. Stage 5 – This is different, from the evaluation stage as you have explored the issue from various angles and have more information on which to base your judgment. You are likely to develop insight into your own and other people's behaviour, in terms of how they contributed to the outcome. Stage 6 – In this stage, you can imagine the event again and plan. What would you do the same again? Take what you have reflected on for future preference in other events, whether different or similar.	Stage 1 – Aesthetics (The art of what we do, what was I trying to achieve?) Stage 2 – Personal (self-awareness, how did I feel?) Stage 3 – Ethics (Moral knowledge, how did my actions match my beliefs?) Stage 4 – Empirical (scientific knowledge, what knowledge should have informed me?) Stage 5 – Reflexivity (How it connects to previous experiences. How have previous experiences affected this?) Johns produced a model of structured reflection and envisaged that the model would be used within a process of guided reflection. Adapting the earlier work of Carper (1978), Johns focused on uncovering and understanding the knowledge that a person uses, within their practice.
Positives It considers the emotional aspect of reflection. For example, how the person is feeling, creates a better observation of their situation. Negatives Involves reflection on action - Rather than in –action (Schon) because the cycle involves reflection on action, people can be forgetful, of their experiences, therefore their knowledge of their situation may not be as concrete as what it would be if they reflected on action.	
Similarities Gibbs and Johns' reflective models can be effectively used in a health and social care setting. Both models rely on the individual understanding their situation and evaluating it through several steps. Both models can also be used for a critical incident or general reflection. Both models express the importance of understanding your emotions and feelings surrounding the event. Differences Gibbs's model encourages, a more straightforward reflection, to make sense of an event and to examine how you would act should the situation rise again. The model itself can be used as a sole strategy, to reflect. John's model structure for reflection. However, this can be used for more complex decision-making and analysis. It encourages sharing your experiences with a superior to enable a greater understanding and to consider your feelings and those of others.	
Conclusion Overall, Gibbs produced his reflective cycle to challenge an individual's assumption to explore different or new ideas to promote self-improvement. Without actively thinking about our experiences and questioning ourselves about what they mean, it is unlikely that learning will take place. Sources: (Care Learning, 2024) and (Study Prism, 2024)	

The EYWC (2021) and the EYA (2021) highlight that the early years are foundational for a child's future success. Quality early education significantly impacts academic performance, emotional well-being, and social skills highlighting the need for accessible and effective early childhood programs. Early childhood educators play a pivotal role in shaping a child's future by providing essential skills and knowledge (Chalke, 2013). Their influence in early development affects social, emotional, and cognitive growth, making their professionalism vital for long-term success. Professionalism is essential in shaping the experiences and outcomes of young children. Professionals play a critical role in fostering a positive learning environment, demonstrating the values and ethics necessary for early childhood education. (McGillivray, 2008). Being professional in early childhood education embraces a devotion to quality care and education, adherence to ethical standards, and ongoing professional development. Professional educators exhibit critical characteristics such as effective communication, empathy, patience, and adaptability (Perez, 2019). They are skilled in building relationships with children and families, fostering trust, and demonstrating a deep understanding of child development principles. Ethical responsibilities of early childhood educators include promoting the well-being of children, maintaining confidentiality, and treating all children and families with respect and dignity. Professionals must also advocate for children's rights and guarantee equitable admission to excellent learning (Gasper, 2015). Young child professionals play critical roles in the development of young children, aiding as facilitators, caregivers, and advocates. These multifaceted roles are essential in nurturing children's growth and creating supportive learning environments (Welsh Government, 2025). The role of the facilitator is that early year's professionals guide learning experiences that empower children to explore and discover. They create engaging environments, implement developmentally appropriate practices, and encourage critical thinking, allowing children to take ownership of their learning process. Educators as caregivers provide emotional support and foster secure attachments with children. Hyson and Tomlinson (2014) highlight that they create trustful relationships that are, foundational for a child's societal and sensitive growth, ensuring a nurturing atmosphere that promotes well-being. Young children's experts provide as, advocates for children's rights and needs, collaborating with families to support child development. They promote awareness of educational

policies, early intervention, and inclusion practices, ensuring equitable access to resources for all children. Effective communication, keen observation, and thoughtful curriculum planning are vital skills for early childhood professionals. (Dunhill, 2009) Mastering these competencies enhances teaching strategies and supports holistic and child development. Effective communication skills are essential for early childhood educators to engage children, families, and colleagues (Powell, 2010). This involves active listening, clear verbal expression, and non-verbal cues to support the learning environment (Orey, 2014). Observation and assessment are critical for understanding children's development and learning styles. Educators must utilise systematic observation techniques to gather data, which informs instructional strategies and supports personalised learning. Effective curriculum planning considers children's interests, developmental stages, and learning styles. Educators design engaging age-appropriate activities that propose cognitive, social, and emotional growth within a structured framework. Effective relationships with children, families, and colleagues are fundamental components of successful early childhood education (The General Teaching Council For Scotland, 2021). Establishing these connections fosters trust, collaboration, and a supportive learning environment. Building strong relationships with children enhances their learning capacity. Using age-appropriate communication and active listening helps educators understand children's needs, interests, and emotions leading to tailored educational experiences that promote growth. Including children's families in the learning procedure boosts the home and school relationship. Regular communication, family events, and collaborative projects foster a sense of community and ensure their children's development. Collaborating with colleagues enhances professional practice and child outcomes. Sharing insights and strategies fosters a supportive network environment and improves teaching methods and challenges collectively benefiting the children we serve. Lifelong learning is crucial for educators, ensuring they remain current with practices in early childhood education. Embracing professional development strengthens skills that directly benefit children's learning and development. Lifelong learning fosters continuous growth and adaptability among educators. By engaging in ongoing education, professionals can refine their teaching methods to meet evolving educational standards and children's needs. Various professional development opportunities exist, including workshops, seminars, online courses, and conferences. Engaging in these activities can enhance an educator's expertise

in young children's learning. Reflective practice involves significantly evaluating a person's teaching techniques and practices. By reflecting, educators can identify strengths and areas for improvement, leading to enhanced teaching effectiveness and child outcomes. The role of early childhood educators extends beyond basic instruction; it profoundly influences children's social, emotional, cognitive, and creative growth. Understanding these impacts is essential to fostering well-rounded development in the early years. Young children's teachers play a crucial function by nurturing societal and emotional skills. Creating a supportive environment, helps children develop self-regulation, empathy, and resilience, which are essential for healthy relationships and overall well-being. Educators contribute significantly to cognitive development by stimulating activities that enhance critical thinking and problem-solving skills. Engaging children in play-based learning and exploration fosters curiosity and lays the groundwork for lifelong learning. Creative expression is vital for holistic development. Via arts and imaginative play, educators encourage children to express themselves, fostering innovation and emotional processing. (UNCRC, 2016) This creative outlet is crucial for self-discovery and personal growth. The landscape of early childhood education is evolving, requiring professionals to adapt continually. Early childhood professionals confront challenges, including low wages, high turnover rates, and insufficient resources. These factors can lead to burnout and impact the quality of education provided to children. The future of early childhood education involves embracing diversity, technology, and innovative teaching methods. A collaborative effort among stakeholders is crucial to creating an equitable and high-quality education system for all children.

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