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497 words

What do I know already: How to use my time wisely when looking into courses and setting limits of when to do these by, how to set myself targets and follow them through, I have knowledge of Welsh but with more training I can implement it into my daily routines a lot more. I know the procedures of safeguarding however is crucial to have the training consistently to refresh my understanding and up to date anything that may have changed or have been forgotten. What have I learnt so far: How to safely ensure the wellbeing of myself and children and to be able to put the knowledge I have learnt into my daily practice What do I want to develop: I want to develop and further my knowledge to help children and to be able to protect them and keep them safe the way in which I have trained and will continue to develop and progress. By researching and finding courses to help with this and keeping all training up to date and effectively put into practice.				
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 objective	Success criteria (How will I know I have achieved this goal, how will I review this?)
To complete safeguarding level three	Research safeguarding courses and speak to work to see if there are any available courses that I could attend. https://www.virtual-college.co.uk/courses/safeguarding/safeguarding-children-level-3?bcndyn=d2lkOjU0OXjaWQ6NTI2&gad_id=667031175776&utm_term=safeguarding%20course&utm_campaign=Online:Safeguarding:Course;Generic:UK:Search:BMM&utm_source=google&utm_medium=cpc&utm_content=:cid=667031175776:cid=11767905250:tid=kwd-324769531678:kwd=safeguarding%20course:dev=c&gad_source=1&gclid=Cj0KCQjwsos5BhDIArIsAOXVoUvs3fidENRpihtn87MXSWBVQHMRiDyQ3yb1gO_uBvB3L0t-AqqDh3YaAi7REALw_wcB	I will need time to be able to do the course, I will also need funding for the course. Speaking to work to ensure that there is staff to cover me in ratio so I would be able to attend the course.	I will complete this by the end of November 2024	I will know I have completed this goal by having a certificate and putting my knowledge of the course into practice. To be able to follow the safeguarding procedures and providing a safe environment for children.
To undertake a Welsh course to help me develop as a practitioner	Research Welsh courses that are best suited to my needs and current development. https://learnwelsh.cymru/work-welsh/work-welsh-courses/teachers-part-1/	I will need to set time to be able to complete the course by planning my time wisely and being able to fully concentrate on the tasks,	I will complete this by January 2025	By completing the course and being able to put what I have learnt into my daily practice
To use reflective practise techniques to help me develop as a practitioner	Research techniques and theories to gain the knowledge and understanding on reflective practice.	Having access to a laptop or even libraries to be able to do the research and having the time to achieve this.	On going throughout	By being able to effectively reflect on my practice as well as written work daily and be able to plan for future things using the method to expand on previous performances for future development

Reflection and the practitioner

What is reflection

Reflection is a process that happens when you look back at something and think about how well it went, if things could have been changed would there be a different outcome? It enables you to think critically about your practice, and challenge yourself

What is reflective practice?

Reflective practice is a deliberate way of thinking to promote continuous learning. Thinking about what could have worked better and how it was dealt with will help for the cyclical process of the continuous learning by being able to come up with new ideas for learning. Avoiding past mistakes and challenging for the practice to be improved upon. By looking at it in different perspectives will maximise the opportunities for learning (Lifetime training 2020).

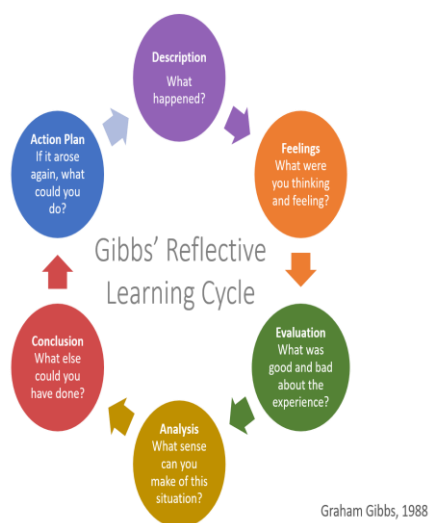
Why is reflective practise important to EY practice?

Reflective practice is important in the Early Years as this helps practitioners to gain insights into reflecting on their own practice. This can be done by analysing their actions by thinking critically and using the reflection process to continue improving their development, implementing their skills, and progressing them for future development. Being a reflective practitioner enables them to take a step back and observe themselves and plan to plan what happens next and be proactive in their approach to improving the quality of care and education they are giving to the children. It allows for training and skills to be kept up to date and relevant for effective practice (birthtofive matters). Reflection is essential when working in the early years, thinking about what you have done, and this can also include getting feedback from other people through multiagency work or even from colleagues. This gives the practitioner the ability to improve on their working practice. Practitioners often use a reflection process daily when carrying out observations, as they are observing what has happened, evaluated and then produce future activities or events to build on what was observed previously.

The theory of reflective practice:

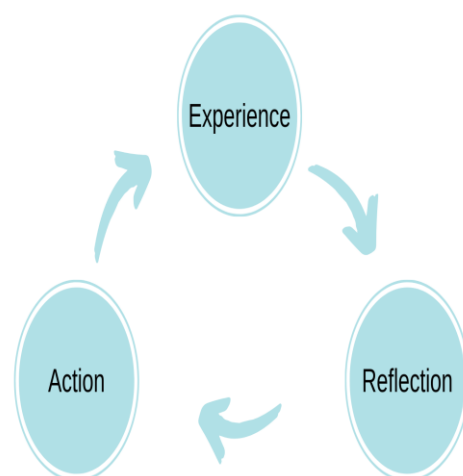
The basis for the models of theory and reflective practice were created from the work of Dewey and Schon. The theory being that reflective thought is educative and forms the principal of being able reflect on experiences and actions to learn and develop. The theory is a method of self-reflection and improvement which involves reflecting on experiences and actions to be able to learn and develop to gain to improve as a practitioner and to challenge your practice. This can happen by understanding different viewpoints and perspectives; however, Dewey (1997) suggests this can be a difficult part of the process as it involves overcoming and accepting suggestions face on through critical thinking and the analysis of not only actions but the practice as well. Many theorists have created models of reflection for practitioners to follow, there are various types of these, and all allow a practitioner to be able to reflect on their practice in a way that suits them. The reflective cycle can be applied in any working situation within the working practice, and it should be seen as a positive process rather than barriers to success. Schon's reflection in action is adapting decisions during the actions whilst being engaged in an activity. These highlights thinking on your feet and the practitioner asking themselves if it is the right way to do it. It allows for a responsive approach to tasks. Reflection on action is where the practitioner would take a step back to analyse and evaluate the outcomes, the reflection occurs when they are detached from the activity by questioning their effectiveness. This goes beyond self-assessment and gives opportunity to link between theory and practice (L+D Hero 2023).

Gibbs' model



<https://helendenheld.com/wp->

ERA Cycle



<https://libapps->

<content/uploads/2021/02/gibbs-reflective-learning-cycle-1.png>

<eu.s3.amazonaws.com/accounts/47330/images/ERA.png>

Analysis of models – compare/contrast/pros/cons:

Jasper created a simple reflective model the ERA cycle which stands for Experience, Reflection, Action. This is based around building understanding from experience and using the experience to reflect on the situation, this will feed into learning through the reflection which will allow to move into the action part of the cycle by making the action and putting it into future experiences (University of Cambridge). However, Gibbs' reflective model builds on other models and adds in more stages. Starting with a description of the scenario, the who is what is and why is, adding context to the event, leading to feelings, where taking considerations for the thoughts and feelings at the time. Moving to evaluation of the event, thinking about what happened or what should have happened, the next stage being analysis which requires the practitioner to analyse the situation and making sense of it. Leading to the conclusion and thinking critically about what the outcomes were, if the evaluation and analysis were done honestly then this step would be easy to achieve and then able to move on to the action plan and what will be done next time to achieve a different result. This enables a practitioner to determine the next steps of the process being the action for moving forward (Eldridge *et al.*, (Nd, p.228). Although practitioners may opt to use the ERA cycle due to the simplicity of it, it does not lay out other steps of the process like Gibbs' cycle. Some may prefer a cycle that has more steps involved for ease of following the plan religiously to succeed in their reflective process. Each model has pros and cons however it is down to personal preference and based on the individual practitioner's preferences.

Conclusion

There are many models of reflective cycles, and it all comes down to personal preference, the two that were investigated both have their own pros and cons due to the simplicity and more in-depth variations. However, each one allows the practitioner to reflect on the situations and scenarios effectively and to reach an end goal of action, allowing them to use what they have reflected on and put it into action for future development.

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A professional is someone who works in a profession and who has specialised knowledge in an area; they have education and training which prepares them for the role. They show commitment to their practice and their role by showing commitment through their attitudes and behaviour to continuing their development and self-improvement, all will be done through various methods and practices.

One would say having professional values as a practitioner is of huge importance as a practitioner would use their values to guide and shape them to achieve better to build upon their relationships with the children in their care and outside agencies that can be involved. By being honest and having integrity a practitioner will build a strong foundation with all involved in their daily practice. Taking accountability if a scenario was to go a different way than the practitioner would have hoped then they would be able to use a reflective model cycle such as Gibbs' model where they can look at all stages one by one and lead into an action plan which will help them to develop further (Eldridge *et al.*, (Nd), p.228). Values are important as a professional practitioner; one would say one important value is having respect, having respect for the children or young people in the care. Respecting and valuing as underpinned in the Welsh government seven core aims that all children should be respected and listened to and have their race and beliefs recognised (save the children). Showing commitment to training and developing their skills and knowledge and enabling them to meet with other professionals helps a practitioner to also recognise the need for development and having strong and extensive knowledge within their field (Eldridge *et al.*, (Nd), p.229). However, practitioners need to have confidence when taking on

training and interacting with children, peers and multiagency workers to gain those skills.

An equally important aspect is having good communication skills as a practitioner enables them to gain strong and healthy relationships with the children in their care and there are various ways to achieve this. However a practitioner needs to be effective in the way in which they communicate as not all children communicate the same, they need to base this off their level of development and adjust their communicative style accordingly to suit the children's needs and abilities (Eldridge *et al.*, (Nd, p.220) to ensure the child is feeling valued and respected as per the seven core aims (save the children). A practitioner can undergo training to develop their communication for the children who have any delays such as SALT, Elkan and even sign language for the children who have any hearing difficulties, these trainings will enable the practitioner to have the confidence to effectively communicate with children of all abilities and to further their development by having strong techniques to do this. Being able to communicate effectively with the parents is just as important, a practitioner will need to show respect, listen to and be able to communicate with them about the child's day. A practitioner needs to be able to listen to the parents' concerns and advice regarding their children, as they are the child's primary carer. It is important to build trust with them to form a good relationship built on mutual trust. the way in which things are said needs to be considered and the practitioner will need to be mindful about their tone and chose the words carefully as it may be a delicate subject. There are many ways to communicate with parents and each setting will have e their own policy on this, there are apps that keep parents up to date however this is not always an option for some parents or carers due to being technology and this could be a barrier for some, due to lack of funds or even age. However, practitioner's must always remain professional when dealing with parents and avoid personal relationships and always upholding respect for them whilst remaining objective to their needs and the child's (Eldridge *et al.*, (Nd), p.219)

Having in depth knowledge as a practitioner is essential when being responsible for children within their role. Practitioners will have a right to update their training within

their settings guidelines and professional development also using reflection to further their practices. Practitioners in any setting should be made aware of safeguarding procedures and undergo any relevant training to help this. The UNCRC states in article 19 that all practitioners will protect children from any harm, therefore being up to date with their knowledge is crucial.

Multi-agency working consists of building relationships with the outside agencies and showing a commitment to them and the children. Practitioners will need to be open minded when it comes to working with others as they may have no prior knowledge of the field, they are having the input from. The practitioners will need be good communicators and confident when working with these agencies and placing any recommendations into their practice (Gasper, 2013). The role of the practitioner within the multi-disciplinary team will be to share their knowledge of the child to the other professionals, the whole approach is central to the child (Eldridge *et al.*, (Nd), p.222)

According to Birth to five matters (2021) a practitioner can follow a planning cycle to get the best results. Starting with the child at the centre, where a practitioner will gain intensive insights to the child, with the focus being on the child and their views being considered they will stay in line with UNCRC article 12. After an observation the practitioner will use the information to plan the next steps.

The UNCRC is a legally binding document that has been signed by 196 countries. The document outlines fundamental rights for all children that need to be followed and adhered to (Unicef). The articles underpin policies in settings that a practitioner must comply with in their role to meet all the needs of the children in their care.

To conclude the professional practitioner should be able to communicate effectively with the children, parents and outside agencies working with the children. They should hold strong ethics when working with children and other agencies as well as follow their personal development, trainings and continue their professional knowledge and to keep it up to date. Whilst focussing on the children's rights as the focus.

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