

The importance of reflective practice as a professional practitioner in the early years' workforce

Reflection in early years settings

All practitioners are expected to use reflection in the early years' workforce. As stated by (Lindon, 2012, p. 2) Reflective practice is frequently described as being thoughtful about one's own practice almost exclusively. Your current beliefs, presumptions, and habits are used to express the sense of challenges. According to Hallet (2013, p. 26), through reading, engaging in conversation with others while considering theory, research, and how these relate to practice, reflection gives practitioners a chance to evaluate the environment in which they work in and improve it. Campbell- Barr and Leeson (2016a, p. 105) believes we should be open about our own strong belief that reflecting is an effective and crucial activity that promotes deeper understanding, which in turn promotes informed, secure practice and significant personal and professional growth. Campbell- Barr and Leeson (2016b, p. 105) also suggest that through practicing reflectively, any practitioner can advance from being a competent professional to a creative, considerate, and proactive individual who is able to reflect in-depth on their work and make significant changes in the lives of the children and families they work with.

What is Reflection

A professional practitioner must have the ability to reflect in practice. Brock (2015a, p. 7) believes that reflection and reflective practice are important components of professional development. Reflection is encouraged across a variety of professions, but is especially important in the professions of education and health and social care. Being able to analyze how changes will affect the children and families you work with as well as your working methods is a crucial professional skill. (Brock, 2015b. p. 22). According to (Roffey-Barentsen and Malthouse, 2020, p. 13) by having the skill of reflection, you will understand how reflective practice helps you with learning, problem solving, critical thinking, organization, and your own change management. Moon (2005, p. 5) states the term "reflection" refers to the process of bringing together a wide range of prior knowledge or thought in order to better understand it for a purpose that may go beyond one's own previous knowledge or thought.

Theories of Reflection

The work of Schön offers a theory of reflection. This is recognised as the reflection-in-action and reflection-on-action.

Reflecting on the experience while it still has the potential to help with learning is known as reflection-in-action. Instead of thinking about how you might do things differently in the future, this is done during the lesson (University of Cambridge, 2014a). Schön (1992, p.50) describes the theory of reflection-in-action as the "art" through which practitioners sometimes handle situations of ambiguity, instability, uniqueness, and value conflict is centered.

On the other hand, reflection-on-action entails considering how practice might be improved after the lesson has been presented. The University of Cambridge (2014c) explains the process of reflection-on-action should inspire suggestions for future improvements. You engage in reflection-on-action outside of the classroom, where you re-evaluate the circumstance. This necessitates further in-depth analysis, such as why the pupils did not comprehend the subject.

Source: University of Cambridge (2014b)



Models of Reflection

Firstly, Gibbs' Reflective Cycle, which guides you through six stages of evaluating an experience, description, feelings, assessment, analysis, conclusion, and action plan, is one of the most well-known cyclical models of reflection. (The University of Edinburgh, 2020)

How reflective practice can improve quality in early years.

Source:

Conclusion

Reference list

Brock, A. (2015a) *The Early Years Reflective Practice Handbook*. Oxon: Routledge.

Brock, A. (2015b) *The Early Years Reflective Practice Handbook*. Oxon: Routledge.

Roffey- Barentsen, J. and Malthouse, R. (2020). *Reflective Practice in Education and Learning*. 2nd ed. London: SAGE Publications Ltd.

Moon, J. (2005) *Reflection in Learning and Professional Development: Theory and Practice*. London: Taylor and Francis Group.

Lindon, J. (2012) *Reflective Practice and Early Years Professionalism*. 2nd ed. London: HODDER Education.

Hallet, E. (2013) *The Reflective Early Years Practitioner*. London: SAGE Publications Ltd.

Campbell- Barr, V. and Leeson, C. (2016a) *Quality and Leadership in Early Years: Research, Theory and Practice*. London: SAGE Publications Ltd.

Campbell- Barr, V. and Leeson, C. (2016b) *Quality and Leadership in Early Years: Research, Theory and Practice*. London: SAGE Publications Ltd.

University of Cambridge (2014a) Getting started with reflective practice. Available at: [Getting started with Reflective Practice \(cambridge-community.org.uk\)](https://www.cambridge-community.org.uk) (Accessed: 23rd September 2022)

University of Cambridge (2014b) Getting started with reflective practice. Available at: [Getting started with Reflective Practice \(cambridge-community.org.uk\)](https://www.cambridge-community.org.uk) (Accessed: 23rd September 2022)

University of Cambridge (2014c) Getting started with reflective practice. Available at: [Getting started with Reflective Practice \(cambridge-community.org.uk\)](https://www.cambridge-community.org.uk) (Accessed: 23rd September 2022)

Schon, D. (1992) *The Reflective Practitioner*. London: Routledge.

Article [Gibbs' Reflective Cycle | The University of Edinburgh](#)