

Personal Development Plan (PDP)

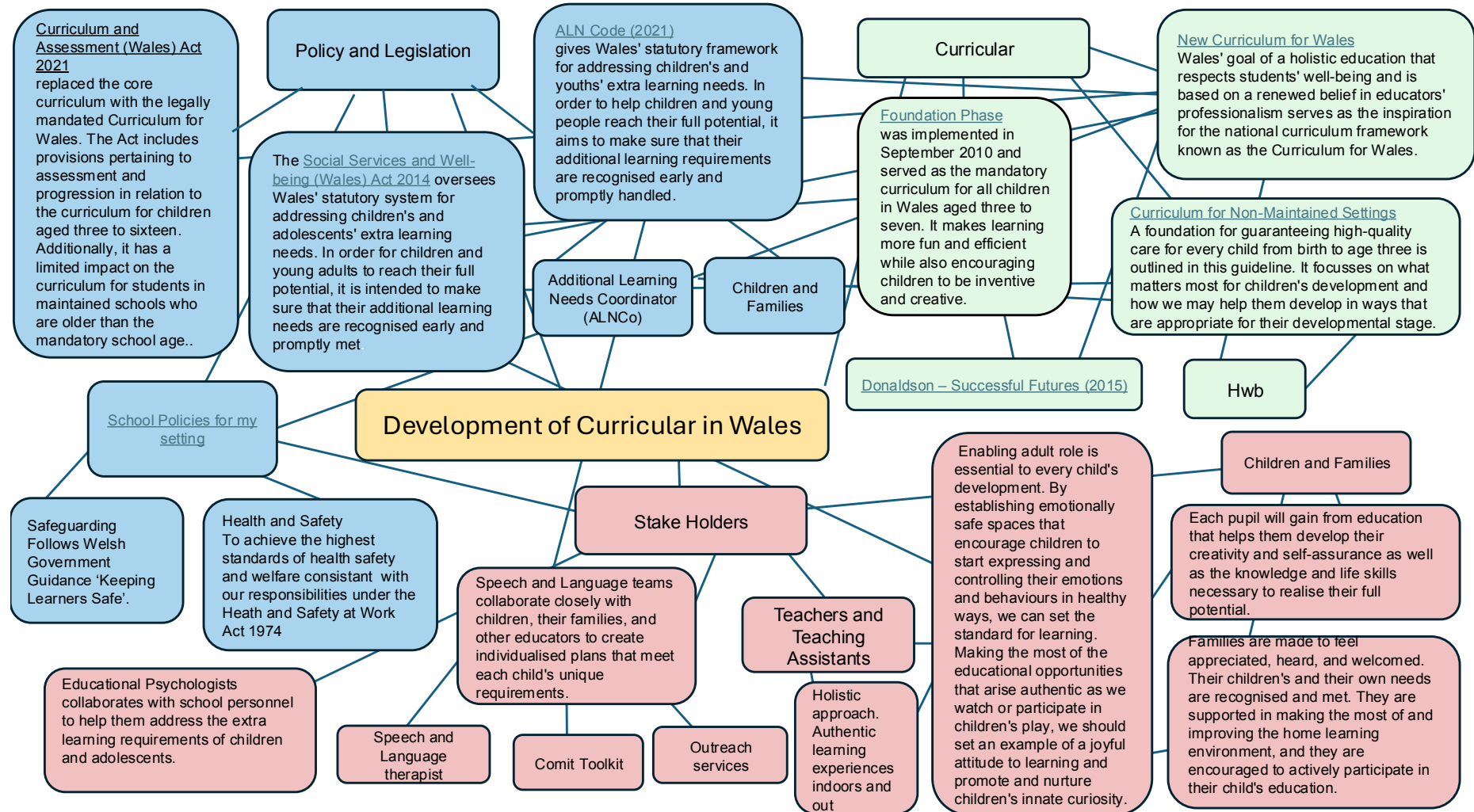
Name: Jessica Beynon.

Date: 1st October 2024.

Objectives What do I want to be able to do or do better?	Success criteria How will I recognise success? How will I review and measure my improvement?	Actions What methods will I use to achieve my learning objectives?	Implementation How will I practise and apply what I learn? Timescale?
In accordance with the four purposes, every effort is made to include parents, carers, and other partners and stakeholders in the development of learners.	Personal termly reflection evaluating impact Half termly review with Head Teacher Use of questionnaires with parents/carers	Invite parents to join workshop sessions, providing opportunities for them to further develop understanding of the new curriculum including the four purposes and learning in the early years setting. With Senior Leadership team, edit current end of year report template for parents to ensure that it provides relevant and appropriate information Continue to conduct research into the new curriculum and the curriculum for non-maintained settings. Visit other schools to observe their practice. Hwb – Four Purposes	Greater involvement with parents further developing their understanding of the four purposes/curriculum. Use questionnaire data to improve follow up sessions. December 2024

		Hwb- Developmental Pathways	
As part of the PPA role, learners are encouraged to propose ways that learning can be expanded, interpreted, or further developed (with a focus on junior class sessions).	Lesson observations undertaken by AOLE leads. Half termly personal reflections and review with Head Teacher. Pupil questionnaire.	Observe good practice both within the school and cluster. Conduct personal research into developing independence and personal reflection.	Look at Pupil questionnaire data to improve practice. Share good practice with others in my team. July 2025
Every student is given appropriate challenges through the utilisation of learning resources and experiences. (Focusing on Nursery children who have speech and language difficulties)	Half termly personal reflections. (Using Gibbs Model of Reflection) Mid-term review with Head Teacher. Observations/informal notes on progress. Data on Nursery assessment sheet linked to letter sound knowledge.	Speak to staff in our Infant resource base regarding speech and language strategies. Investigate how these could be delivered within the classroom setting. Complete Popat training. Observe Popat sessions with school staff. Visit cluster resource base to see if differences in practice effect children's learning.	Greater confidence supporting children with Speech and Language difficulties Pupils make progress with their speech. Attend termly Outreach sessions to consider other alternatives if some strategies are not appropriate. Consider professional development for additional staff in the setting. April 2025

Concept Map – Development of Curricular in Wales



Analysis of Concept Map - The ALN Code

According to the ALNET (Wales) Act (2018), Wales's Additional Learning Needs (ALN) systems are presently undergoing a transformation process. As a result, systems affected by ALN transformation may experience changes in how they operate during these reforms (Welsh Government, 2020). The legislative process of ALN transformation in Wales was initiated with the enactment of the ALNET (Wales) Act (2018). According to the Welsh Government (2020) in order to provide a truly inclusive educational system for students in Wales, all students must be supported in realising their full potential and their needs must be recognised early and promptly. The learner will be at the core of all we do under the new system, planning will be adaptable and responsive, and our staff will be knowledgeable and self-assured in recognising requirements and implementing techniques to assist students in overcoming learning obstacles. Conn and Hutt (2020) say the new Act replaces the mandatory classification of special educational needs with a single category of "additional learning needs" (ALN) and a unified regulatory framework for children and young people across the wider age span of 0–25 years. According to the Welsh Government (2018), ALN reform is viewed as a means of creating more equitable, integrated, and effective procedures for evaluating, planning, and overseeing services for students with ALN Individual development plans (IDPs) are used in place of special education needs statements for students who struggle academically more than the majority of their peers their age, as well as those who have a disability as defined by the Equality Act 2010, which now includes post-16 students in further education colleges.

According to Welsh Government (2024) while it is the duty of all educators and staff to make learning and the learning environment as inclusive and accessible as feasible in educational settings, the ALNCo is responsible for making sure that the requirements of all students with ALN are satisfied. The Additional Learning Needs Co-ordinator (ALNCo) now has a legislative position as part of Wales' ALN reform. According to the ALN Code for Wales (2021), the ALNCo's function is crucial in promoting inclusion and entails making sure that ALN transformation and the systems that underpin it are coordinated to suit the needs of children and young people with ALN. Murphy, Greenway and Conn (2024) say according to the

legislation, schools must construct and manage IDPs, and teachers must ensure that student needs are identified and met. This makes schools more accountable, and the ALN coordinator's (ALNCo) job is vital. Compared to the prior system, the new legislation has a much different strategic objective. The ALNCo is responsible for identifying and tracking students with ALN on a daily basis, establishing ALN policy and practice in settings, and offering advice on staffing and resource challenges. According to Estyn (2023), ALNCos collaborated well with parents to facilitate a child-centered support process and made good use of their positions to assist students who were recognised as ALN in school. Estyn also acknowledged that the ALNCo position represented a "significant shift" from the SENCo position, with ALNCos now carrying more responsibility and a heavier burden than they did in their prior position. A strategic approach to ALN transformation in schools was supported by ALNCos in senior leadership positions, according to Estyn (2023), whereas others outside of these teams did not always feel well-supported during the change implementation process. Sixty-three percent of respondents to a poll conducted by the National Academy for Education Leadership Wales (2023) stated that the ALNET (Wales) Act (2018) had a "fairly" or "very" detrimental effect on their wellbeing. These results imply that ALNCos are under a great deal of stress in their positions, to the point that it affects their personal lives and makes them think about changing jobs. According to the literature, ALNCos are having difficulties maintaining their wellness during the ALN transformation process because they are juggling a new role and attempting to satisfy the requirements of children and youth with ALN across progressively overburdened support networks.

The necessity for inclusive education for all children is being emphasised by Wales's new ALN system, which focusses on supporting people with identified ALNs (Knight and Crick, 2020). The competency-based new curriculum for Wales promotes an immersive, developing method of teaching. With the ability to establish truly inclusive teaching methods across the curriculum, it seeks to provide practitioners the freedom and agency to modify their delivery and material in order to provide the differentiation required to establish an inclusive classroom. One finding that was favourable to Wales's inclusive education advancements was that school practitioners expressed excitement about the person-centred philosophy that

underpinned the ALN reform, which was thought to be in line with Curriculum for Wales' inclusive goals (Estyn, 2023). For practitioners, it is a change, though. According to Florian and Black-Hawkins' (2011) longitudinal research, this craft knowledge necessitates a fundamental change in teachers' perspectives, whereby they stop concentrating on differentiating learners who have special needs and instead address the learning needs of every child as a member of the classroom community. Furthermore, inclusive pedagogies require teachers to reject predetermined ideas about children's abilities and embrace learning challenges as a challenge for their teaching methods rather than as a sign of an individual's deficit. Efthymiou and Kingston (2017), who carried out a multimodal study and discovered that the classroom teacher's behaviours and practices had the biggest impact on students with additional learning need, backed this position. An observation that is thought to call for rigorous evaluation of the interactions among teachers' instructional approaches, classroom dynamics, and understanding of individual learner differences. Conn and Davis (2023) point out that the new Curriculum for Wales offers teachers the freedom and flexibility to create curricula that cater to the various needs of their students, which could provide to opportunities for inclusive pedagogies. However, Power, Newton and Taylor (2020) draw attention to teacher concerns regarding the increased expenditure on resources (such as time and professional development) and customised enrichment activities that such an inclusive, person-centred pedagogical approach demands.

The goal of the education reform is to make sure that our children are adequately equipped for the future (Hanson, 2021). Education serves as the cornerstone for Wales's future, economic success, and self-sufficiency. It should therefore be at the forefront of investment and policymaking. According to independent studies, Wales's per-pupil spending is just marginally higher than it was in 2009–10, Higher levels of financing are obviously required to support these important changes in practice and policy, as seen by the introduction of the Curriculum for Wales and the Additional Learning Needs reform in Wales. However, nine out of ten school leaders who took part in our study think that their school does not have enough money to support students with ALN. Even more convincing were the conclusions regarding the amount of money needed to pay for the new ALN legislation. Funding is insufficient

to address all parts of the new legislation, according to 94% of school leaders. Nearly two thirds (64%) said that because health and social care did not offer or provide access to additional services, they had to pay for them in order to support students with ALN (NAHT Cymru, 2021) Neagle (2024) the secretary for education says that Wales is dedicated to funding ALN reform. ALN facilities have been enhanced by more than £170 million in capital investment over the last five years, in addition to more than £107 million in revenue investment to support ALN implementation from 2020. We will spend more than £750 million over the next nine years to upgrade current facilities and develop new specialised provision. We are aware of the difficulties that still exist, and I am convinced that we must have a system that benefits all students.

Together, the Curriculum for Wales and the ALN Act aim to change children's and youths' expectations, educational opportunities, and results. Both place a strong emphasis on inclusive education that strikes a balance between meeting the needs of each individual student and ensuring that all students have equitable access to the curriculum. Practitioners felt strongly that Wales's goal for inclusivity represents a significant shift in its educational policy, with the desire to guarantee greater equality and equity in all students' educational experiences being the driving force behind this (Roberts, 2024). Overall, according to Estyn's summary annual report 2021–2022, providers have made consistent strides towards adopting more learning needs reform and have embraced many components of the shift in strategy. Positive developments are being noted in the areas of improving involvement and engagement with children and their families, preparing to meet the needs of all students, and integrating inclusive practices throughout the entire school. Crucially, there are early indications that practice is systematically changing to meet students' needs through regular, high-quality, differentiated instruction.

Case Study.

To discuss how to support parents of children entering school with Speech, Language and communication delays enhanced by the Covid 19 pandemic.

The key to success in life is having the ability to communicate, both to express what you want to say and to comprehend what others are saying (Gross, 2017). Speech, language, and communication skills play a major role in a child's ability to fulfil their educational potential and be ready for school. The majority of children acquire speech and language abilities with ease, but some take longer, and as a result, they struggle with literacy and academics throughout their schooling (Roulstone *et al*, 2011). Their performance in later years is mostly dependent on their first few years of life. However, many children lack the speech, language, and communication abilities necessary to participate completely in their education.

UK Parliament POST (2021) compiled the data on the effects of COVID-19 on early childhood education in a study published in 2021. The epidemic has affected children's "social, emotional, and behavioural development as well as mental health, physical development, and school readiness," according to the report. Children of all ages have experienced a significant decrease in social engagement over the previous two years due to COVID-19. Speech and Language UK (2023) say additionally, the topics that children learn to discuss have decreased. Children have less incentive to talk or use new words if they don't have fresh experiences like trips to the park or educational visits. The epidemic has probably hampered the development of Speech, Language and Communication in its early stages, aggravating a significant degree of developmental delay that already existed and necessitating support among younger children (Public Health Scotland, 2024).

Introduction.

Currently working in a Nursery class of twenty children, four of which have delayed speech and language. This is having the effect of limited communication, frustration and very limited play opportunities with others. It was decided to work in partnership with parents and develop a play session where the children would be supported by

parents and qualified early years staff to develop strategies to improve speech and language. Early childhood educators mostly lay the groundwork for a child's future growth. They can positively influence a child's emotional, social, and cognitive growth and leave a lasting mark on their lives by providing a nurturing and engaging atmosphere. (University of Greater Manchester, 2023). The early years are crucial for learning and brain development. Expert professionals support a child's early experiences, laying solid groundwork for future education and general wellbeing. They assist children in acquiring critical abilities that are necessary for success in the future, like communication, problem-solving, and emotional control.

Family Backgrounds.

Family A – Two children, ages three and eighteen months, live with a single parent. While taking care of the infant, Mum is unemployed. Mom is willing to help through the intervention group, although she has no concerns about the child's speech.

Family B – Single-parent household with a three-year-old child. Dad works in Cardiff full-time. Following the closing of nursery, he takes advantage of a wraparound service for childcare. is eager to help his child, but he isn't sure if he will have the time.

Family C – Parents are at home with their three children, ages three, twelve, and seventeen. Each parent has a full-time job. Several other family members, including an aunt and grandparents, provide support. Really encouraging to work on child-supporting interventions.

Family D – With a three-year-old child, both parents reside at home. Mum looks after Dad, who has ASD and ALN requirements of his own. When there is stress at home, her child seems to know to stay away and be quiet. Mum appears to be under a lot of stress all the time, however she is willing to support her son where she can.

Bronfenbrenner's theory states that in order to benefit the child and support the growth of ecological systems in educational practice, parents and teachers should always communicate effectively with one another and positive interactions between parents and teachers should have a favourable impact on the development of the child (Guy-Evans, 2024). All parents have been in discussion with staff. All children

were born at the start of 2020 so spent the majority of their first year being at home with only parents. Families were not able to attend playgroups or other settings. Some of the parents believe it has affected their own mental health as they missed out on having support from other mothers and fathers. Montecute and Holt-White (2021) agree and say during the epidemic, parents expressed concern for the growth and welfare of their children. Similar to their spoken development, some parents believed that their child's physical development had suffered. Every parent in the group felt that their children's social and emotional growth had suffered.

Method.

According to the Department of Education (2024), children express their ideas while being guided and modelled by their teacher through role-playing, storytelling, and dialogue. This allows them to get comfortable using a broad range of vocabulary and language structures. Gentle questioning also encourages them to elaborate. Children acquire good language abilities when they are exposed to happy, language-rich surroundings that provide them the chance to pick up new vocabulary. Learning is enhanced and new terms are given a context for investigation through hands-on activities. Songs and rhymes provide a fun method to study word sounds and patterns. Through action-packed and repetitious poetry, children can pick up new vocabulary and hear the structure of spoken language. Reading aloud stories and sharing books with children aids in their acquisition of new vocabulary and ideas. Children who are taught to see images and understand words will develop their language skills and vocabulary.

Week 1 – Nursery Rhymes

‘Humpty Dumpty using finger puppets.’

Introduce song so children begin to remember words and music in a repetitive way.

Using hands to re-create story, children begin to join in.

Sequencing cards, blocks, egg messy play.

Week 2 – Nursery Rhyme

‘Twinkle Twinkle Little Star.’

Using hands and toy stars to learn rhyme. Repetitive and easy to learn.

Make star wands, star playdoh cutters. Star stickers, fine motor activities.

Starry night sky image for children to observe. Children to look at the night sky as an extension activity when they are home.

Week 3 – Story Time

‘Whatever Next’

Introduce story using rich, exciting voices. Use objects to support the storytelling.

Emphasize ‘Whoosh’

Box of resources to roleplay story. What would you pack to take with use.

Moon paint. Foil painting. Space sand

Week 4 – Action Songs

‘The Grand Olde Duke of York.’

Cartoon version of song for children to watch.

Actions added using children’s opinions. Standing up, crouching down, marching.

Counting activities, how many soldiers, how many steps?

Week 5 – Story Time

The Very Hungry Caterpillar

Read story encouraging children to discuss what they can see. Objects to be available to explore, fruit, sweets etc.

Magnifying glasses to explore the outdoors. Minibeast hunt. Sensory activity box.

Fine motor caterpillar game. Painting symmetrical butterflies.

Week 6 – Free Play Activities.

Open ended questions displayed in areas to support adults when playing with their children.

Feedback Session. Questionnaires given for data collection.

Findings.

Following the group interventions, children are now intentionally playing together and sometimes approaching them to engage in conversation. They are representing themselves with single words and sounds. They are starting to adhere to the group routine's motivating elements, participating in group singing sessions for their favourite songs. Two of children employ actions for their favourite songs independently. The developmental record of the children shows clear developmental progress within an age group. Achievement scores and behaviour descriptions also show developmental progress towards each goal. Understanding of each child's achievement targets has improved, and parental confidence has grown. The general well-being of families has improved, and friendships have been formed.

Discussion.

The pandemic has brought attention to the critical role that daycare plays in fostering children's development and in enabling parents to work as a vital part of the economy (CORAM Family and Childcare, 2023). Due to less opportunities for children to practise communication skills at home, speech and language deficits were observed across all age groups. Children have trouble adjusting to new circumstances and lost out on chances to interact with others and practise self-control. Due to the fact that fewer children are attending childcare settings, the

pandemic has further weakened access equity, as the children who are most likely to gain from it are the ones who are being left behind. Bickford-Smith, Wijayatilake, and Woods (2005) say to meet the requirements of every nursery child, early childhood educators must concentrate on improving the quality of adult-child interactions so that children can experience a language-rich environment and mediated learning opportunities. Early childhood educators can play a significant role in creating comprehensive and successful interventions that could improve the educational outcomes of children who are currently at risk of underachieving from the beginning. To continue supporting children and families, early childhood educators must get experiential training in fostering a language-rich environment as well as instruction on language and cognitive development.

Reflection of Practice

A teaching assistant's traditional duties included assisting teachers with administrative duties and setting up classroom supplies. However, the number of teaching assistants has grown since Wales implemented the Foundation phase, with many more employees now holding level 3 qualifications. Accordingly, employees are now carrying out agreed-upon work programs with individuals or groups, in or out of the classroom, while being supervised by teaching and senior staff. This may involve those that call for in-depth, specialised expertise in specific fields and will entail supporting the instructor throughout the entire planning process as well as the administration and provision of resources (Rhondda Cynon Taff Council, no date). I always relished my work. I enjoyed the security of the teaching provided by the teachers I was collaborating with. When I finished the level 4 HLTA course in 2015, though, my career took a radical turn. This enabled me to assist teachers in their professional endeavours by assuming accountability for defined learning activities. This could entail organising, arranging, and executing class-wide or individual/group learning activities as well as keeping an eye on students and documenting, evaluating, and reporting on their growth, accomplishments, and progress (National Education Union, 2024). After being granted full accountability for the Nursery Class at the primary school where I was employed, it also allowed me to take command of my own classroom. I inherited the class off a teacher who had just retired. The classroom although being outdated and disorganised, also included a wealth of helpful resources.

I decided to document my growth using the Gibbs model of reflection. Graham Gibbs created Gibbs' Reflective Cycle in 1988 as a framework for experience-based learning. It provides a framework for event analysis and, because to its cyclical nature, works especially well for repeating occurrences. This enables you to plan for and learn from both successful and unsuccessful initiatives.

Description.

The description stage is the first step in an effective reflective practice. The process of recounting an incident objectively, factually, and without bias can help prime your mind to examine it more deeply.

The classroom was incredibly bright, filled with plastic toys, and overall disorganised and chaotic. A reading garden was the only actual learning space available. According to the Welsh Government (2023) early childhood settings should offer a wide range of experiences that let students express themselves physically, creatively, and imaginatively as well as pursue their interests on their own or in collaboration with others. Together with a teaching assistant assigned to my class, we started organising. It didn't take us long to realise that the classroom's size and quantity of items were simply too much. Our strategy had to shift, and we had to concentrate on just one area at a time. We were able to make the reading garden a more welcome space and develop a creative, writing, and block-play area after two consecutive days of work. We re-backed the boards in these areas with hessian, took out as much plastic as we could, and made a wish list to present to senior leadership team. A work plan for the remaining area was also developed by us. To keep children safe when they entered the classroom, we closed off sections to store the items we couldn't organise. We talked about the most optimal time for completing the classroom and how I could designate time throughout the day for my colleague to finish projects.

Feelings.

Naming and identifying the feelings that emerged during an experience is one of the most successful stages of reflective practice. It highlights important information and facilitates emotional control. Thinking back on our emotions also reveals hints about our identity, values, goals, and anxieties. Positive or negative emotional triggers serve as markers for things that are important to us. Adhering to such indicators fosters self-awareness.

I understood we would have a lot of work to do before we came together as a team. I was pleased, though, and believed that we could have divided up the work and finished the class. When we realised at the conclusion of the first day that we would

not be able to finish the entire class, I became really frustrated. On day two, I felt like I had very little incentive to finish the taxing task because I was confident it was going to succeed. However, my teaching assistant approached the matter with an optimistic outlook. I felt dreadful about it, which made me want to do more to have the classroom ready for the next day for the children. Looking on the experience I am now feeling satisfied and proud of what we have achieved. The learning through play that has taken place in the areas we created gives me a high sense of achievement.

Evaluation.

Reflection progresses from exploration to discernment throughout the evaluation stage. It involves looking at the experience from the perspective of what worked and what didn't. Finding the event's distinguishing features, including its wins and defeats, and the reasons behind them is what evaluation is all about.

The bond that developed between my teaching assistant and I was one of the things that went well throughout the classroom re-vamp. Although we occasionally had different opinions, we were a good team and resolved issues fast. I also thought I had some decent ideas at times, but she was extremely practical and could give additional perspectives and convey what might work and what would not. The real efficacy of the classroom spaces we created was another excellent aspect. Together with some of the materials that were already in the classroom, we made use of natural resources. Daly and Beloglovsky (2015) believe children who play with loose parts are immersed in a "what if" universe that fosters the kind of thinking that results in theoretical reasoning and problem solving. Loose parts give children's play a feeling of adventure and excitement while also fostering their capacity for creative problem solving. We added loose parts to both the creative table and the block area. What didn't work out so well was how I perceived the timeline. I had assumed that the classroom would be a totally new setting for children to experience. I had not realised how long it would take to transform the entire space into one that is welcoming, effective and enabling.

Analysis.

This stage looks into the underlying dynamics, causes, and patterns of the event. It contextualises the experience within a broader understanding. A deeper, more complex, and multifaceted knowledge of your experience is produced through analysis. In the future, these holistic views will be invaluable.

I believe the work we did went smoothly. Each of us divided the job according to our strengths, and we supported one another when we were exhausted or felt like we were failing. Early childhood educators work to expose young children to a secure and caring environment by practicing and developing cooperative and collaborative methods. Effective childcare teams respect the work habits of each team member, set attainable goals (Reggio Academy, 2024). However, I had unrealistic expectations about what could have been accomplished in the time frame given to me. It's not always a terrible thing to have high expectations. They can be used as tools for motivation, encouraging us to achieve more. Stress inevitably accumulates when you're trying to live up to high standards without the means or authority to do so (Allred, 2023).

Conclusion.

Where you highlight the lessons, you've learnt and point out how altering your behaviour could lead to better results in the future.

To conclude, I think the task went considerably well. When we adapted our skills to the relevant task at hand work was more productive. I have learned that accessing my staff's particular skills will enable them and enhance the environment beneficial for the children who attend the setting.

Action Plan.

Look for what you would do differently if you were faced with a similar or related circumstance again. Plan not just what you will do differently, but also how you will ensure that it goes through.

There are undoubtedly things I would do differently when developing the remainder of the class. Instead of rushing into it and taking everything apart, I would meet

briefly with the support staff in the classroom. One of the most popular and widely used team role frameworks for team composition and management development was developed by Belbin (2010). The behaviour of team members, how they communicate, make choices, and use their skills to accomplish the team goal, is what truly sets successful teams apart from unsuccessful ones, according to Belbin's research. I would examine every skill my colleagues have to offer and perhaps seek further assistance, even if it's just advice, from people who might have different skills. Additionally, I would like to focus on a much smaller portion of the classroom, possibly just one area at a time. This will guarantee that every area receives the proper development and resources. This process has also made me aware of the amount of money that would be required, so I have already sent senior leaders my action plan in the hopes that some funds may become available for classroom development.

I believe that using some aspects of other models, such as Schon in action reflection, could be more helpful in some situations, even though using Gibb's model has helped to support my future understanding. Schön's (1991) contemplation in action/Reflection on action adds another element by making a distinction between contemplation during and reflection after an occurrence. This is particularly useful in real-world situations, such as teaching or nursing, where you may need to think quickly and attempt different strategies when things don't go as planned.

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