

Part 1 – Personal Development Plan.

What I want to develop: My main objective is to upskill academically to give myself more opportunities with my career. Currently my career goal is to qualify as a primary school teacher, and I believe that these objectives below will help me accomplish this.					
Objective I want to achieve	Actions to achieve objective	Resources needed to achieve objective	Target date for achieve objective	Success criteria	Reason for objective
Improve my ability to speak, write and read in the Welsh language.	I will attend a weekly online class and research in my own time.	I will need to enroll on the course with Learn Welsh in Carmarthenshire. I will also need access to a computer and internet and allow myself sufficient time for classes and any homework tasks given.	Ongoing objective	My ability to read, write and speak in Welsh will improve. I will also feel more confident in communicating with colleagues and children in Welsh.	By improving my level of Welsh, I will be able to encourage and support the children with their work. This will benefit me massively with my current workplace being a dual stream school.

Safeguarding level 3	Attend a course either online or in my local area.	I will need to find course in my local area and enroll. I will need to ensure that finically I can afford the course. I will also need support from colleagues to enable me to have time off work to attend the course.	Ongoing objective	I will complete the course and review every 3 years. I will also feel confident that I am following the correct procedures.	Essential for working with children.
To complete my Early Years education and care practitioner status.	I will attend lectures at the university of Wales Trinty St David Carmarthenshire and complete my own research and reading in my own time.	I will need to allow myself time to attend lectures and study. I will need access to a computer and internet to complete modules. I will also need access to the university's library.	June 2025	I will pass all modules and graduate in 2025.	By furthering my education I'm allowing myself more opportunities with my career.

ECEY4009
2305354
Words: 2855

Re-sit GCSE English and Mathematic.	Attend weekly online classes through Coleg Sir Gar.	I will need to enroll on the course with college sir gar. I will need to allow myself time to complete the course and ensure I have access to a computer and internet as the course is delivered hybrid.	June 2025	I will complete the course and achieve at least a B grade.	By re-sitting both my English and mathematic GCSE I am allowing myself the opportunity to enquire down the teaching route later on. I also think by upgrading my current GCSE grade of C in English and Mathematic will benefit me in any future role.
-------------------------------------	---	--	-----------	--	--

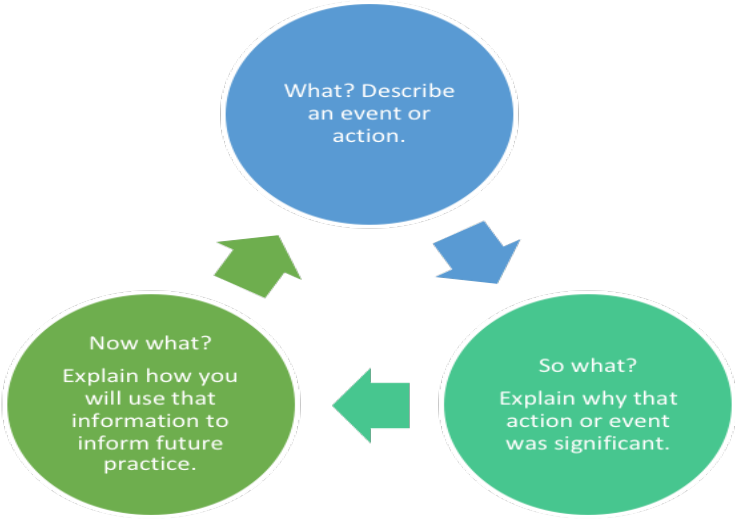
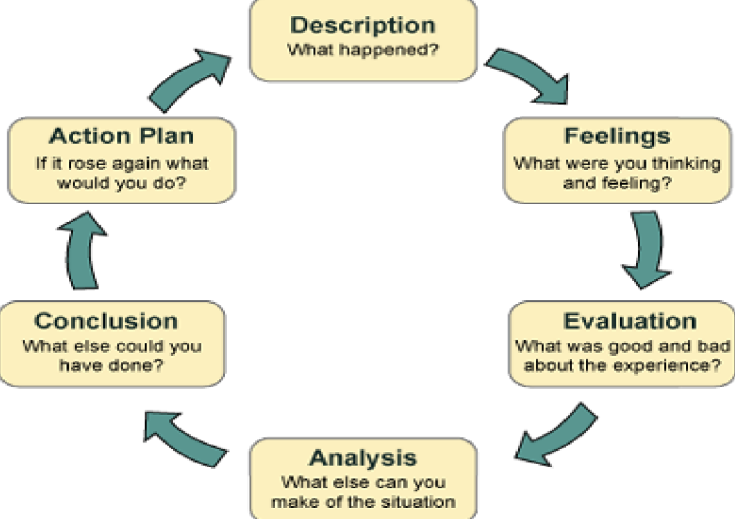
Part 2- Briefing paper.

The aim of this briefing paper is to explore reflective practice and its importance within the early years sector, as well as looking into theorists who developed models.

According to Pacey (2016) reflective practice is to think and evaluate one's practice with the aim of improving it. This requires one to analyze, challenge, change, modify and develop the practice in addition to this, Pacey (2016) states that to be a reflective practitioner one needs to be open minded and non-biased and able to recognize strengths and successful strategies as well as what needs to be refined. Moreover, Lindon (2016) states that to enable reflection one needs to be able to take responsibility, have an open mind and lack complacency which are all associated with being a professionalism, as a result one is unable to be a professional without reflection.

Craft and Paige-Smith (2011) state that reflective practice is crucial when working with children as early years practitioners are expected to reflect and evaluate their practice in numerous ways to amplify one's professional development and the quality of care give to the children, parents and cares. Furthermore, PACEY (2016) argues reflective practice is crucial when working with children as it allows deeper understanding of their development and learning and that practices need to ensure a continuous cycle of reflection and improvement as it will achieve preferable outcomes for children these could include having their needs met, better self-esteem as well as an inclusive learning environment. In addition to this PACEY (2016) states that it will also improve confidence, development and ownership of practitioners. Correspondingly, Campbell- Barr and Leeson (2016) argue the importance of reflective practice and personal reflection stating it is a powerful activity that allows a deeper understanding which consequently leads to a well-informed, secure practice as well as personal and professional development.

According to the open university (no date) the term reflective practice originates from the work of Dewey and Schon. Dewey (1910) states the importance of reflection to ensure certainty of things we may have first struggled to understand and comprehend. Additionally, Craft and Paige-Smith (2011) highlight that Schon later developed more on Dewey's concept coming up with reflection in action and reflection on action. Moreover, Schon emphasizes the importance of the use of reflection both in and on action as professionals can find themselves in unique situations which are out of their control. Schon goes on to explain the use of reflecting in and on action allows professionals to overcome these barriers in the future.

 (Source: Ivory Research, no date)	 (Source: Ivory Research, no date)
According to University of Cambridge (2021) Driscoll's model was developed in the 1990s and is a basic model made up of 3 questions: what? So what? Now what? Additionally, University of Cambridge (2021) states that by asking these three simple questions one is able to begin the reflective process and learn from previous actions or experiences. NursingAnswers.net (2018) argue that Driscoll's model of reflection is one of the easier models to use due to its simplicity therefore it is easier to remember and more likely to be used more frequently. In contrast, University of Cambridge (2021) states the model is quite simplistic therefore the reflection and evaluation of an experience may not be detailed.	The University of Edinburgh (2020) state that Gibb's reflective model was developed by Graham Gibbs in 1988 and is said to be one of the more famous reflection models which consists of six stages allowing individuals to reflect by answering the following: describing, feelings, evaluation, analysis, conclusion and action plan. Moreover, The University of Edinburgh (2020) argues the purpose of the model is to discuss an experience and figure out what was successful and what was not. Furthermore, The university of Edinburgh (2020) argue that Gibb's model of reflection is a good way to reflect on any experience as it allows different levels of reflection depending on if the user reflects on just the heading or goes into more depth and uses the question. However, The Open University (no date) suggest that Gibb's model of reflection is too simplistic as it does not include critical thinking or reflection, therefore doesn't truly take into account what the individual may think about the experience nor does the model suggest that anything learnt will be implemented.
The University of Cambridge (2021) highlights that Driscoll's model of reflection is quite simplistic, consisting of three stages, whereas Gibb's model is more complex, consisting of six stages. The University of Edinburgh (2020) argued that Gibb's reflection model is detailed allowing individuals to explore an experience in depth in hope of coming to a conclusion and action plan. In contrast with Driscoll's model of reflection which is argued by University of Cambridge (2021) to be far too simplistic and doesn't elaborate enough for in-depth, useful reflection to take place.	
To conclude, reflective practice is a crucial process within the early years setting as by reflecting, reviewing and gathering new information on challenging experience or situations allows practitioners to make changes which could lead to successful outcomes. Moreover, by reflecting daily on an individual's knowledge and confidence will support with growth which will encourage change and lead to children within the early years setting having more preferable outcomes.	

The aim of this essay is to consider the qualities, skills and attributes that make an early year's professional practitioner. It is generally considered today that the term 'professional' is indefinable, this idea is maintained by Gasper (2015) who argues it is a complex phrase as it can be interpreted differently depending on the individual. Moreover, Gasper (2015) states that some believe that to be a professional one needs to have specific expertise or qualifications. However, others argue that to be a professional, an individual needs the right values, morals and qualities. Furthermore, Gasper (2015) highlights that having individuals who have good values and qualities is crucial regardless of their formal qualifications and believes that this is particularly true in an early years setting. According to Brock (2013), being a professional who works within the early years sector is not just about having specialist knowledge, training, experience and qualifications, but the individual's values, attitudes, beliefs and code of ethics should be taken into account. Moreover, Brock (2013) also argues that it is imperative that individuals working within the early years sector are committed, enthusiastic and enjoy working with young people. Similarly, Open Study College (2017) argue that early year's practitioners need to have patience and be empathetic as these values will enable them to work with and support a variety of age groups and abilities with their school work and difficulties that they may be facing at home or in school, as well as building positive relationships. Moreover, Open Study College (2017) also highlight the importance of other skills and values such as adaptability; being able to adapt quickly to ever changing circumstances, organization and time management; ensuring one's workload does not affect the individual needs of the child, and a positive attitude to inspire and motivate young people in one's care. Correspondingly, UNICEF (no date) argue the importance of an inclusive workforce where everyone respects, enables, and empowers each other to achieve the best possible care for the child by collectively having the same core values of respect, integrity, care, trust, accountability and sustainability.

City and Guilds (no date, a) emphasis the significant importance of effective communication within the early years sector. Furthermore, City and Guilds (no date, a) state that individuals within the Early Years sector need to have productive communication skills due to the vast variety of individuals that

they will be expected to have clear, effective interactions with such as children, parents, carers and other professionals. In addition to this, Kambouri *et al.* (2021) maintain the importance of effective communication within early years settings, stating that parents are children's first educator as they teach their child through engagement and play from when they are born. Therefore, it is imperative to have good communication with them to ensure that parents and carers share all their knowledge of the child with the early years setting. Likewise, Gov.UK (no date) state that parental relationships need to be built on from day one and having children and parents visit prior to starting within the setting is a good starting point. Kambouri *et al.* (2021) maintain this idea arguing that relationships and communication need to begin when the child starts an early years setting as it is crucial for the parents and carers to be a part of and feel involved in their child's education. They also believe that developing a good relationship and open dialog is imperative in facilitating and encouraging this. Additionally, Nursery Resources (2019) highlight some of the benefits of having good communication and relationships with parents such as making the parents feel comfortable to voice concerns or problems they may face at home which helps with safeguarding, parents feeling more engaged with their child's learning process and therefore being more involved, and ensuring the child's needs are met from the valuable knowledge parents have on their child.

Care council for Wales (no date) state that working within an early year's setting is a unique role and to ensure that practitioners provide children with high- quality early education and care it is essential they are professionals with a high level of skill and knowledge. Moreover, Care council for Wales (no date) highlight the importance of practitioners needing to be pro-active learners and take responsibility for their own professional development. In addition, NSPCC (no date) argue the importance of everyone who comes in contact with children, including voluntary and community groups, private sectors providers, schools, hospitals and sports groups, needing to be knowledgeable in safeguarding policies and procedures to ensure that every child regardless of their gender, age, sex, religion, belief and race receive equal protection from harm. Moreover, NSPCC (no date) highlights the importance of being well informed about safeguarding to be able to pick up those concerns and avoid a child being subject to neglect, maltreatment and harm to health.

City and Guilds (no date, b) argues that individuals working within an early year's setting will have to communicate and work alongside other organizations. Similarly, Gasper (2010) emphasizes the importance of multi-agency working, stating it is a key concept with the early years sector that ensures the child and their family receive a 'top to bottom' approach of care and that their individual needs are met as well as 'article 3 the best interest of the child' (save the children, no date). Furthermore, Gasper (2010) states the opinions of the child as well as the families' perspectives are all considered in any decision making, this makes certainty that all information is accurate, relevant and factual. Moreover, Gasper (2010) highlights some benefits of multi-agency working, these include the needs of the child and the family being met collectively and the access the child and family have to a range of services. Correspondingly, City and Guilds (no date, a) highlight that the purpose of multi-agency partnerships is that the child and family receive the best possible individual care, therefore it is imperative that everyone working around the child and family are aware of their role and responsibility to ensure communication is effective.

BirthTo5matter (no date) states that informative assessments are a fundamental part of teaching young children by ensuring the practitioner is presented with rich information about the child. In addition to this, BirthTo5Matters (no date) highlight that the information gathered by observing how children interact and play, in both planned activities and everyday scenarios, will assist the practitioner on how best to support, extend, teach and track the child's progress. Thus, ensuring 'article 3 the best interest of the child' (save the children, no date) is met. Correspondingly, Barber and Paul-Smith (2010) maintain this idea, stating that observations are necessary to achieve good childcare practice. Furthermore, Barber and Paul-smith (2010) believe that observations allow the practitioner to adapt their planning to fit the needs of the child as well as the interests. In addition to this, Early Years Matters (no date) say that planning needs to be flexible and completed weekly as a result of discussions with children and parents, as well as based around their interests and needs. Additionally, the Welsh Government (2022) states play should be valued and playful activities should always be included in planning as play is fundamental for children to learn about their emotions, social

behaviors, self-awareness and so on. Also, ensuring that 'Article 13 play and cultural activities' (save the children, no date) is met. Moreover, The Welsh Government (2022) highlight that children need access to authentic and purposeful learning experiences which should be based on the children's interests and stimulate their curiosity encouraging children to ask the questions, recognize the problems, take risks and try to find the solutions independently. This in turn ensures that 'article 12 respect the children's views' (save the children, no date) is being exercised. Furthermore, Welsh Government (2022) states planning must include cross- curricular skills such as literacy, digital, and numeracy skills to ensure that the child is receiving an all-rounded education and that it is the practitioner's responsibility to track the child's progress. This also ensures that 'article 28 education' and 'article 29 education and development' (save the children, no date) is being achieved.

From these arguments, one could conclude that the meaning of the word professional within the early years sector can be quite complex with qualities and morals such as empathy, patience, and enthusiasm being valued more than formal qualifications. Along with the importance of an early year's practitioner having impeccable communication skills which allows them to build professional relationships with children, families and other organizations to ensure the needs of the child and family are met. Whilst also supporting children through planning and observations, ensuring the individual child's needs are met along with a variety of learning opportunities being made available. These arguments have also highlighted the importance of ensuring that all early year's practitioners have an in-depth knowledge for example safeguarding procedures to ensure practitioners confidence to be able to pick up on any concerns and report them quickly and effectively to ensure the safety of all young people.

Barber, J., and Paul-Smith, S. (2010). *Early years observation and planning in practice a practical guide for observation and planning in the EYFS*. London: Practical Pre-School Books.

BirthTo5Matters(no date) *Observation, assessment and planning*. Available:

<https://birthto5matters.org.uk/observation-assessment-andplanning/#:~:text=It%20involves%20observation%20of%20children,adults%20in%20supporting%20a%20nd%20extending> (Accessed: 23.10.23)

Brock, A. (2013). 'Building a model of early years professionalism from practitioners' perspectives', *Journal of Early Childhood Research*, 11, (1) pp. 27-44.

<https://doiorg.ezproxy.uwtsd.ac.uk/10.1177/1476718X12456003>

Campbell-Barr, v., and Leeson, C. (2016) *Quality and Leadership in the Early Years*. London: Sage.

Care council for Wales (no date) *Continuing Professional Development Principles for the early years and childcare workforce in Wales*. Available: <https://socialcare.wales/cms-assets/documents/Earlyyears-CPD-principles.pdf> (Accessed: 24.10.23)

City and Guilds (no date, a) *Effective Communication*. Available:

http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_3-1/ multilang/unit08/01-effective-communication.html (Accessed: 23.10.23)

City and Guilds (no date, b) *Working in Partnerships with others*. Available:

http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-3/ multilang/unit02/01-principles-of-partnership-importance-of-multi-agency-working.html (Accessed: 23.10.23)

Dewey, J. (1910) *How We Think*. Boston: D.C. Heath & CO Publishers.

Early years matters (no date) *Observations, Assessments and planning*. Available:

<https://www.earlyyearsmatters.co.uk/eyfs/a-uniquechild/planning/#:~:text=However%20all%20planning%20should%20be,based%20around%20their%20current%20interests>. (Accessed : 24.10.23)

Gasper, M. (2010) *Multi-agency Working in the Early Years Challenges and opportunities*. London: Sage.

Gasper, M. (2015) 'Professional practice and early childhood today', in Reed, M. And Walker, R. (eds) *A critical companion to early childhood*. London: Sage Publications Inc, Pg. 254-269.

Gov.UK (no date) *Working partnerships with parents and early years providers*. Available: [https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/working-inpartnership-with-parents-andcarers#:~:text=Working%20in%20partnership%20with%20parents%20and%20carers%20is%20central%20to,years%20foundation%20stage%20\(EYFS\)](https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/working-inpartnership-with-parents-andcarers#:~:text=Working%20in%20partnership%20with%20parents%20and%20carers%20is%20central%20to,years%20foundation%20stage%20(EYFS)). (Accessed: 29.10.23)

Ivory Research (no date) *Reflective Writing Models*. Available: <https://www.ivoryresearch.com/library/essay-articles/reflective-writing-models/> (Accessed: 29.10.23)

Kambouri, M. *et al.* (2021) 'Making Partnerships Work: Proposing a Model to Support ParentPractitioner Partnerships in the Early Years', *Early Childhood Educational Journal*, 50, (2022), pp. 639-661. doi.org/10.1007/s10643-021-01181-6

Lindon, J. (2016) *Reflective Practice and Early Years Professionalism*. (3rd edn) London: Hodder Education.

NSPCC (no date) *Safeguarding children and child protection*. Available: <https://learning.nspcc.org.uk/safeguarding-childprotection#:~:text=Setting%20up%20and%20following%20good,schools%2C%20hospitals%20and%>

ECEY4009
2305354
Words: 2855

[20sports%20clubs.](#) (Accessed: 24.10.23)

Nursery Resources (2019) *The Importance of Communication with Parents in EYFS*. Available:
<https://www.nurseryresources.org/articles/parents-as-partners/communication-with-parents/>
(Accessed: 23.10.23)

NursingAnswers.net (2018) *Driscoll's Model of Reflection*. Available:
<https://nursinganswers.net/reflective-guides/driscoll-model-of-reflection.php> (Accessed: 24.10.23)

Open Study College (2017) *5 Key Qualities of a Teaching Assistant*. Available:
<https://www.openstudycollege.com/blog/5-key-qualities-teachingassistant#:~:text=By%20possessing%20the%20key%20qualities,of%20the%20students%20they%20support.> (Accessed: 24.10.23)

Open university (no date) *Learning to Teach: becoming a reflective practitioner*. Available:
<https://www.open.edu/openlearn/education-development/learning-teach-becoming-reflectivepractitioner/content-section-0?intro=1> (Accessed: 22.10.23)

Pacey (2016) *Developing Self Reflective Practice*. Available:
[https://www.pacey.org.uk/Pacey/media/Websitefiles/PACEY%20member%20practice%20guides%20\(PDFs\)/PG04-self-reflective-practice.pdf](https://www.pacey.org.uk/Pacey/media/Websitefiles/PACEY%20member%20practice%20guides%20(PDFs)/PG04-self-reflective-practice.pdf) (Accessed: 22.10.23)

Paige-Smith, A., and Craft, A. (2011) *Developing Reflective Practice in the Early Years*. (2nd edn)
Mainhead: Open University Press.

Save the children (no date) *The Summary of the United Nations Conventions on the Right of the Child*. Available:
<https://www.savethechildren.org.uk/content/dam/gb/reports/humanitarian/uncrc19summary2.pdf>
(Accessed: 24.10.23)

ECEY4009
2305354
Words: 2855

The University of Edinburgh (2020) *Reflection Toolkit*. Available: <https://www.ed.ac.uk/reflection>
(Accessed: 29.10.23)

UNICEF (no date) *UNICEF Core Values*. Available: <https://www.unicef.org/careers/unicef-core-values>
(Accessed: 29.10.23)

University of Cambridge (2021) *Reflection Practice Toolkit*. Available:
<https://libguides.cam.ac.uk/reflectivepracticetoolkit/introduction> (Accessed: 29.10.23)

Welsh Government (2022) *Curriculum for funded non-maintained nursery settings*. Available:
[220914a-curriculum-for-funded-non-maintained-nursery-settings.pdf](#) (Accessed : 24.10.23)