

Name: Jack Benney

Student Number: 2104744

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ECEY4009/C

(I have not used AI in this assignment)

Part 1

What do I know already?

The concept of safeguarding is the act of protecting people's health and well-being, whilst ensuring their human rights and protection from any forms of abuse. As a professional practitioner it is my responsibility to safeguard the children in my care. Reflective practice is a useful skill to help develop a better understanding of my practice and improving my knowledge. It will benefit not just me but the children in my care as well. Emotional intelligence is important as it helps cater for the child's needs and makes them feel included. A good level of emotional intelligence will help with their development.

What have I learnt so far?

I have learned so far that safeguarding is not only about protecting children but also the people around you. If you are made aware of this, it's your responsibility to report it to protect them from harm. Reflective practice techniques are a useful way of improving your understanding of your profession. It benefits the children who may struggle more than others. Every child is unique and deals with emotions differently, meaning a fresh approach must be used for each child. It is vital that we teach children to identify how they feel.

What do I want to develop?

I would like to develop my knowledge of safeguarding because it is significant for the protection of children. I would also like to develop my emotional intelligence. Being able to communicate and understand how a child may be feeling would be a big step forward in their personal progression. Developing my understanding of how to use reflective practice would allow me to further my development as a professional. I believe it is vital for improving my personal performance.

Objective	Actions	Resources	Target Date for achieving objective	Success criteria
<i>Improve my understanding of safeguarding.</i>	I will achieve this by taking a voluntary course on safeguarding to achieve level 3 in safeguarding.	I would need a computer to access the course, and I would need a note pad and a pen to write down useful information.	I would like to achieve this by February half term (24 th -28 th).	I will know I have achieved this by having a certificate that states I have achieved a higher level of safeguarding training.
<i>Use reflective practice techniques to further my development as a practitioner.</i>	By writing down any experiences I may have had during the day and later reflect on how I could improve my behaviour and responses in the future.	Evaluating activities I do with the children and reflect on how to improve.	I will continuously do this without a specific date in mind.	I will know I have achieved this when every child during the activity is happy to partake with full understanding and support.
<i>Become more emotionally intelligent.</i>	I will actively listen to every child's needs and how they are feeling. I will help the children identify their emotions.	I will speak to the children one on one and write down any information that will help me understand their feelings.	I will continuously do this without a specific date in mind, this is because every child is unique.	I will know I have achieved this when most of the children who may struggle emotionally will be knowledgeable with how they are feeling.

Part 2

What is reflection and reflective practise?

Reflection is defined by Journaling tips & resources (2023) as the process of evaluating and critiquing your actions and behaviours. Perry (2022) states there are 7 ways to practice reflection. Thinking about what you want to know, practicing gratitude, Meditating, setting goals, getting out in nature, writing piece of paper and having a conversation with yourself is a good way to practice reflection. These are useful as they mainly involve reflecting on your own without distractions. Reflection is a skill which can be learned and developed over time according to Wilson (2024). It allows us to take experiences in life that we may regret and helps us understand the situations differently. Brock University (2024) says that reflection takes place before, during and after an experience. Reflective practice is defined by University Of Cambridge (n.d) as the ability to reflect on your own actions to engage in a process of continued learning. Indeed Editorial Team (2024) gives us an example of reflective practice by saying that a student can reflect on their study habits to find different and creative ways to improve study skills.

Why is reflective practise important to EY practise?

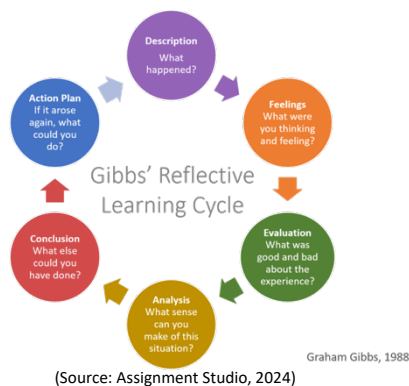
Toole (2023) says reflective practice in early years allows us to gain a deeper understanding of how children behave, learn and develop. This knowledge will then be used to implement more effective learning experiences for the child. This source also states that seeing how your actions have a positive impact on children's learning, it can leave you feeling more confident in your abilities to make a difference. Birth to 5 matters (n.d) states that reflective practice enables them to deepen their understanding of their own practice. This will also increase the confidence in their abilities making them more proactive and improve the quality of education that they have to offer. Gunning (2022) believes that reflecting on our practice is important as it is a tool to self-improve and develop. They believe that teaching is a skill where pedagogy is gained and built through processing and reflecting. State government of Victoria (2023) states that reflective practice helps professionals adapt their actions and responses to different types of situations and experiences in the future.

Theories of reflective practise:

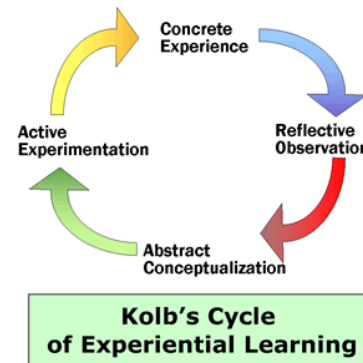
Dewey's work on reflective practice provided the basis for theory of reflective practice. Dewey believed that there were two types of actions when reflecting. Reflective action and routine action. Holdo (2023) States that Dewey's view of reflective learning emphasized that learning depends on practical engagement. Dewey thought that we learned about new objects of knowledge that helps us orient or act in the world by interpretate them and making them part of our experiences. According to Hawaii Education (n.d) Dewey suggested that reflective thinking is an active, persistent, and careful consideration of a belief or knowledge, on the grounds that support that knowledge, and the further conclusions to which that knowledge leads. SCISPACE (2024) say that critics of Dewey believed he put too much emphasis on the experimental learning aspect of reflection that he failed to acknowledge the importance of content-centred instruction and traditional pedagogical methods. Another theory of reflection is by Donald Schon. Schon's (1991) reflection in action/reflection on action makes a clear distinction between reflection during the event and reflection after the event University Of Hull (2024). Reflection in action is to reflect as something is happening, consider situation, decide how to act and then act immediately. Reflection on action is reflecting on something that has happened, reconsider situation and then

think about what to do differently next time. A criticism of Schön's theory is that it reduces the opportunity for learning and development of performance.

The Gibbs model of reflective practice.



The Kolb model of reflective practice.



Analysis of models

University of Edinburgh (2024) states Gibbs reflective learning cycle was developed by Graham Gibbs in 1988 to structure learning experiences. It covers 6 stages. These being description of the experience, feelings and thoughts about the experience, evaluation of experience good or bad, the analyses of the situation, the conclusion of what you learned and the action plan of how to deal with similar situations in the future better. Gibbs model was designed as a continuous cycle which would allow for one to reuse and repeat reflection with different experiences. Kolb model of reflection differed from Gibbs as Kolb's model according to University Of Cambridge (n.d) was centred on the concept of developing an understanding through actual real experiences. The four key stages of his model were concrete experience, reflective observation, abstract conceptualization and active experimentation. Cloke (2024) believes that Kolb's model was beneficial for students as it highlights the value of experiences. There are many differences between these models, Hughes (2024) states the difference between the models, stating that Kolb's model is more about explaining the concept of experimental learning while Gibbs's model is more concerned with giving a practical method for learning from experiences. The criticism of the Gibbs model is that it focuses too heavily on the negatives of an experience, potentially overlooking positive outcomes or learning opportunities as stated by Bite Size Learning (n.d). An example of a critiques about the Kolb's cycle comes from Seaman (2008) who reveal that several processes can occur at the same time within the reflection model, allowing stages to be jumped or missed out by those who use it. This makes the model not as useful and effective as it could be.

Conclusion

Reflection is defined by Journaling tips & resources (2023) as the process of thinking, evaluating and critiquing your actions and how you could improve. Reflective practice is defined by University Of Cambridge (n.d) as the ability to reflect on your own actions to and begin the process of continued learning. Reflective practice is important in early years as it allows you to implement more effective learning experiences for children. This also helps practitioners understand their roles better. Dewey's theory of reflection is the idea that there are two types of actions when reflecting, reflective action and routine action. Reflective action is to look back and think of how to do better next time, routine action is to do something without thinking, as if it was automatic. Gibbs model of reflection is a six-stage process which allows the user to reflect thoroughly and have clear goals and targets to use when they next experience situation like the one they have reflected on. Kolb model is centred around developing an understanding through experiences. This model was very beneficial to students as it highlights the importance of experiences.

Part 3

Professional practice is defined by GIS Certification Institute (2023) as the actions and behaviours of individuals within their own work context. Professional practice involves many different aspects, not only technical skills but also ethical conduct, decision-making and interacting with others. Professionals use these skills along with their knowledge and experience in everyday life and real-world situations. Dyer (2018) defines professions as groups of highly educated practitioners with ownership of a unique body of specialised knowledge. Meaning these individuals are specially trained and educated in certain topics that distinguish and separate them from others in their area. Evetts (2003) stated that professionals like to operate as a collective unit with the same desired aims and interests, with professional status based on public recognition of the value of the services on offer.

Professionals hold a value of appearance as it affects how they are perceived by peers and others. Minor details like how they dress, how they walk and how they talk are vital for their appearance and status as stated by Indeed Editorial Team (2024a). Respect between professionals is a core value as it helps create a healthy environment that helps benefit and improve the wellbeing and satisfaction of other. Professionals conduct themselves in a way that shows commitment, a good work ethic and makes a positive impression on others.

Safeguarding is defined by NHS England (n.d) as the act of protecting a citizen's health, wellbeing and human rights, in turn enabling them to live free from any harm, abuse or neglect. Safeguarding is the proactive steps that professionals will take to ensure the protection of the children and keep them safe. Safeguarding concerns can be flagged up if we can see or are told about any potential abuse or harm towards the children.

According to Training Express (2024) there are 6 key principles of safeguarding. These being empowerment, prevention, proportionality, protection, accountability and partnership. Training Express (2024) continues to explain these principles by stating that empowerment is key as it empowers and encourages the vulnerable to speak and take decisions on their own. Safeguarding officers must encourage and motivate vulnerable people so that they can make

their own decision. Prevention is important as it is better to get prevention before any harm occurs. Prevention is the means to proactively safeguard individuals under their care. To achieve this they must spread awareness, identify the risks and introduce the signs of harm to the employees and personnel. Proportionality is another major principle of safeguarding as it ensures the actions that need to be taken on account of the potential risk. Monitoring and identifying the risks are important when using this principle as the safeguarding officers will need to act appropriately to different types of risk. Partnership is a core principle that emphasises the collaboration between different organisations. Many organisations are working with vulnerable children to ensure their safety and wellbeing. Accountability is the final principle of safeguarding. It is the concept of having to be able to recognise and identify abuse and to have the courage to speak out and help ensure the safety of these vulnerable individuals.

There are many different types of abuse a citizen can receive, these being physical abuse. For example, getting hit by parents or others resulting in marks, cuts, scars or bruising. Another type of abuse is emotional abuse which NSPCC (2024) state could be when a parent or other tries to humiliate and criticize the child, threaten and shout at the child, making the child the subject of hurtful jokes, blaming and scapegoating, making the child perform degrading acts, being absent or even neglecting the child.

Neglect could have a highly negative impact on child health, including their mental and emotional health, their behaviour and even their attendance in school. Clarke (2003) states that safeguarding is a process that is done WITH the child instead of FOR the child. This statement refers to the safeguarding process as a collaborative effort as the child will typically lead the conversation.

As stated by Tutor Care (n.d) using good observation skills are essential for several different reasons, including noticing any areas of care that could be improved, identifying problems quickly so they can be addressed before they have a negative impact on the child, also helping in spotting abuse or negligence. Observation helps assess the children's progress and will allow professionals to work with and improve the trajectory of the child's progress, as stated by West Sussex Country Council (2021).

The UNCRC is the declaration that children have basic human rights that should be respected and promoted. As Unicef (n.d) states, the UNCRC is made up of 54 articles, with there being 4 broad categories. A child's right to life, a child's right to develop, a child's right to be protected from danger or harm and a child's right to participate. The right of life for a child refers to their right to food, to shelter and to medical care. The right to medical care will help the child feel a sense of protection and will encourage them to branch out and try different things in life, for example a sport or other activities. The right to develop refers to the child's right to have an education, to play and recreation, freedom of thought, religion, culture and language. The right to an education is an important right for a child as education plays a vital role for children who want to go on and achieve things in life and it is hugely impactful for children who want to achieve their potential. Children's Rights In Wales (n.d) states that the UNCRC inform professional practitioners as it places an obligation on decision making, budgeting, law and policy makers. They are obliged to consider if the decisions they make will have an impact on the child's life. They are tasked to assess whether there is a positive or negative impact and that the concerns must be centred around the child and how it will affect them.

Communication is a key value that professional practitioners hold as communication is the starting point of any situation. Health Education England (n.d) states that communication is important for professionals as poor or non-communication could create or lead to a misunderstanding, emotional negativity and inaccurate assumptions being made.

According to University Of Southern California (2023), leaders who build a culture of positive communication can businesses and individuals reach their goals with a greater efficiency, produce more satisfied and fulfilled workers. This could lead and translate to great success in the immediate future. Communication is an integral tool to use when dealing with children and even the children's parents. Having good communication with the child and parents will help create a sense of trust and togetherness. This is important as it would help the child settle and begin to thrive. Having a good relationship with the parents / carers is a useful way to enable the child to do well in education, regardless of background as stated by (help-

for-early-years-providers.education.gov.uk). ways you could involve parents/carers would be to have daily chats about the child's interests, needs, progression and mental and emotional wellbeing. Showing this desire and interest towards their child will make them develop a sense of trust and partnership with you and will continue to work together to help the child achieve their personal best. This is better described as multi-agency work.

Multi-agency work is important for professional practitioners as according to Training Express (2023), practitioners can improve the quality of their services and better support the vulnerable individuals. Having multi-agency working together allows professional practitioners to evaluate an individual's issues from different perspectives and values, rather than focusing on a specific area, they would also be able to have feedback from multiple different perspectives which would benefit and help improve their abilities.

Multi-agency partnerships work together with shared aims, information, tasks and responsibilities to prevent problems arising which could impact on the children's learning and achievement. Safe Lives (n.d) states that the key principle of multi-agency working is to create a space where professionals can hold each other to account, leading to better performances and a higher standard of professionalism, share information confidently and to ensure the safety and wellbeing of individuals and families are central to everything they do.

All agencies involved must have a mutual respect towards one another to help ensure that everything is efficient and so that there is no confusion. This helps enable a clear set of outcomes and guarantees each agency is on the same page with both working towards their mutually agreed desired outcomes.

To conclude, a professional is defined as the actions and behaviours of individuals within their own work context. Professionals are also defined as a group of highly educated practitioners with ownership of a unique body of specialised knowledge. Safeguarding is important for a professional practitioner to have an in-depth knowledge and understanding of as it gives a level of protection for children. Safeguarding helps the vulnerable and

potential victims of abuse or negligence. The 6 key principles are empowerment, prevention, proportionality, protection, accountability and partnership. Observation skills are important as it helps professionals identify problems quickly so they can be addressed and managed quickly and effectively. The UNCRC is a declaration of children's rights. The UNCRC inform practitioners by giving them an obligation to make the right decisions that would help improve the wellbeing and education of the child. Communication is an important value for professional practitioners as it is useful when creating a partnership with the child's parents/carers. Multi-agency work is important for professional practitioners as it helps the quality of their service, and it provided a better support for the vulnerable individuals. It also gives them feedback from multiple different perspectives in which the professional can learn from and improve. All agencies that work together have mutual respect and help each other in working towards their shared goals.

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