

Portfolio of 3 components

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Word count-529

No	Improvement and development goal	Success criteria	The actions I will take to achieve the goal	Timelines	What will I need to achieve this goal?
1	Improve Time management skills	I want to manage my time more effectively to ensure everything I need to accomplish is done on time and to my best standards.	I plan to research various time management methods. Some of these could include to produce SMART targets or creating a schedule.	January 2025	I will need to buy a diary to prioritize what needs to be done and what can wait whilst also finding time to study.
2	Foster a growth mindset	I want to be able to confront difficult situations instead of assuming they mean failure or that I cannot accomplish the task.	I will need to research the ways a growth mindset is accomplished. I need to understand that everyone develops a growth mindset differently and the way I do this could be different for everyone else, I could possibly find a training course which discusses growth and fixed	December 2024	I will need to fund the course, so budgeting for it is necessary. Additionally, I will seek out books on growth mindset to gain further knowledge and insight.

			mindsets to find the correct way for me.		
3	Enhance my knowledge of first aid	I have already completed an online course with basic knowledge, but I would like to complete a practical first aid course to put the knowledge into practice to ensure I know what to do in case of an emergency and protect the children in my care.	I will speak to my manager about whether they can fund a course for me, Or I will research online to find a course I can enrol myself on independently.	January 2025	I will need money to pay for the course myself, unless my employer will be able to fund it.
4	Successfully complete my level 6 early years practitioner course.	I want to complete this to be able to move forward onto the PGCE.	I will need to ensure I complete all work and assignments on time and to my highest standards.	July 2026	I will a growth mindset and to manage my time well, which is why these are part if my development plan.
5	Update my knowledge on current	I want to be able to plan activities to	I will need to go on a course or use books to update	March 2025	I will need to speak to my employer to see whether there are any

	legislations and the new curriculum	support the new curriculum and ensure I am doing everything to support the children and their development.	my knowledge and make sure I use them in practice to learn.		courses or handbooks that they have or find my own books in the library to complete this research.
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I am currently working as an assistant in a Cylch Meithrin; by completing all of these goal or improvements I am hoping that within three years I am able to complete my PGCE and become a teacher in a Welsh primary school teaching in Key Stage 2.

Word count-1005

What is reflection and reflective practise? <u>Reflection</u> • is a core value, and is essential to professional practice (brock, 2015, p.7). • It needs to be done purposefully and meaningful for you to be able to see where to improve (Brock, 2015, p.7). <u>Reflective practice</u> • This is reflection on your actions (Skills you need, No date). • Need to answer the questions what you did? what happened? and how to make it better? (Skills you need, No date). • This can be a shared activity as this will better the experience by hearing other peoples' opinions and ways of bettering your practice (Skills you need, No date).	Wwhy is reflective practise important to EY practise? • By reflecting on your professional practice, you can develop a critical understanding of your own practice and find ways to better it (Birth to five matters, No date). • Birth to five matters (No date) also says that it will improve the confidence of the practitioner and can improve the way they care and educate children. • The NSW Government (No date) states these advantages of reflective practice, they say that it improves practice to be able to meet the needs of all children. It will also allow practitioners to see what is going wrong and how to respond to the issues that have arisen.
The theory of reflective practise: John Dewey - John Dewey started his work in 1933 where he spoke about the importance of reflective practice, and how it helps us to learn from experience (Iriss, 2017). - John Dewey says that there are two types of action for reflecting, these are routine action and reflective action (Warwick, 2007). - Routine action means that you act in a way that you would every day to teach children, this means you use your insulative and habit (Warwick, 2007). - Reflective action means to take action to solve a problem, this involves analysing the situation and looking at making it better after the situation (Warwick, 2007). Donald Schon - David Schon's Builds on Dewey's theory of reflection by creating the two types of reflection which are, reflecting in action and reflecting on action (Third, 2022). - Reflection in action means to think on your feet and change the situation in the moment, for example if a subject is being taught and the children are not interested it can be changed or taught in a. Different way (Cambridge International Education teaching and learning team, No date). - This allows people to deal with surprising situations easily using your own knowledge (Cambridge International Education teaching and Learning team, No date). - Reflecting on practice is a lot like Dewey's reflective action where you reflect after the situation and see where you can improve (University of Hull, 2024). - This allows people to improve their learning and professional practice, as well as enhance academic skills like decision making (Hero, 2023).	
Gibbs' model • -Gibbs model was created in 1998 (Main, 2023). • There are six stages to Gibbs' reflective model, • Description- this is to describe the situation that is being reflected on. • Feelings- describe how to situation made you feel during and after. • Evaluation- what went well or not well. • Analysis- make sense of the situation and why things didn't go well or did. • Conclusion- what you learnt during the situation. • Action plan- how you would improve the situation if you could do it again. • (Gibbs, 2013). • The reason this reflective model is needed is support the experimental learning for students and staff and it also discusses the feelings of the person which can make the person understand how they can improve (University of Cumbria, 2020).	Kolb's model • Kolb's model was created in 1984 (Main, 2022). • Akella (2010) says that Kolb's explains this cycle as a 'Holistic Integrative perspective of learning that combines experience, cognition and behaviour. • There are 4 stages to Kolb's model, these are Concrete experiences- this is a lot like the description part in Gibbs model this is when you physically experience a situation that makes you realise you need to reflect (Brown, No date). Reflective observation- this is when you look at what happened and look at the pros and cons (Brown, No date). Abstract conception- this is when you find ways to make the situation better if you are ever in the situation again (Brown, No date). Active experiment- this is when the improvements you thought if is put into practice and see whether they work or not, and if they don't the cycle restart (Brown, No date). • According to University of Hull (2024) this reflective model is used for structure on reflective essays and that it also helps us learn through experience.
Analysis of models – There are advantages and disadvantages to both models.  Source-(Rose, 2021) Gibbs model- Advantages - Gibbs model underpins other models of reflection (Study Prism, No date). - This model has a structured approach that is easy to follow for experiential learning (Study prism, No date) - It is a good model for beginners as it is a simple model (Study prism, No date) Gibbs model- disadvantages - as this model was created as a general model of reflection for teachers, it does not look at specifics within certain fields of work (Study Prism, No date).  Source-(Sgres and Van der Haar, 2011) Kolb's model- Advantages - Kolb's model is also easy to follow and is simple to put into practice (Cuafno, 2024). - Kolb's learning cycle can be a reoccurring model that can keep going to develop more skills (Vince, 2022). Kolb's disadvantages - This model is difficult to use as a group and is more a individual model to find your own strengths and weaknesses (Cuofano, 2024).	
Conclusion In conclusion Reflection and reflective practice are key elements to early years work. It enables practitioners to develop skills like confidence. It enables practitioners better understand their methods and provide better care and education to the children. The theories of Schon and Dewey have shaped reflection now. Lastly Reflective practice is a vital to meeting the individual needs of all children.	

Word count- 1405

Recognise and analyse the significance of different aspects of professional practise and why these are important in meeting the individual and inclusive needs of children.

Within this Written piece it will talk about what a professional is by talking about Gasper's ideas and what values they need and why they are important. The communication needed to meet the needs of the child and how to work in a partnership with many different agencies and parents. It will touch upon safeguarding and why it is important to have an in-depth knowledge on it for professional practice. Lastly it will discuss the United Nations Convention on the Rights of a Child and how the principles inform professional practice.

The first thing to understand is what a professional and professional practice is. Gasper (2019) says that in early years childhood education there is a growth in not defining professional by the qualifications that the practitioner holds but more on personal qualities that they have.

There are policies, frameworks and legislations that provide us with the basics of professionalism. The first is Early Years Outcome Framework, this is a framework after the building a brighter future 2013 framework to show what certain organizations can do to support children (Welsh government a, 2015). They say that Care inspectors Wales and Estyn are important parts of professionalism to support children development (Welsh Government a, 2015). The care inspector Wales and Estyn come under the national minimum standards, This is a document that explains the key things that need to happen for there to be adequate care in place for children up to 12 years old, some of these things include first aid training, safeguarding and how to keep records accordingly, all of these things can make practitioners work in a more professional way (Welsh Government, 2023). Care Inspector Wales and Estyn are then the people who come and monitor the setting to ensure that practitioners are doing all things correctly and to a standard that will support children holistic development (Care Inspector Wales, 2024). As well as these ethics is another aspect that underpins our professionalism is ethics. Ethics is how people make choices and live their lives it is a set of moral principles (BBC, 2014). The code of ethics (2011) was created to guide practitioners with their professional behaviour, it isn't set out as strict rules but will give encouragement to discussions and look at personal understanding (Early Education, 2011).

The next topic to discuss is Values. Values are ideas that are your own as well as motives and beliefs (University of Liverpool, 2022). There are core values which are Principles that guide the work that a practitioner does, these values cannot be compromised for convenience or short-term gain (Lencioni, 2002). All settings have different core values. These are some of the core values

for an early year's practitioner in some settings, respect for everyone and relationships to ensure everyone is feeling appreciated (Kingswood Nursery school, No date). Teamwork is another important core value as it brings the community together (Early Learning Coalition of Duval, 2024). In an article by Powell (2010) she says lists the important values that an early year's practitioner should have some of these are, confidence, a liking and understanding if children, team working and patience. Values are important to early years as they support the learning of the practitioner and identify their professionalism, it also helps us look at every child as an individual and support their holistic development (The general teaching council for Scotland, 2021).

The next aspect that underpins out professionalism is communication and relationships within the workplace. Communication is anyway of interaction between people, this could be sharing, receiving or exchanging information from one person to another (Dunhill, Elliot et.al, 2010). There is also non-verbal communication that practitioners need to be aware of whilst talking to children, Non-verbal communication can include body language, eye contact, posture and body positioning as well as others (Orey, 2014). These are very important for practitioners to understand and ensure that their non-verbal communication is positive, for example smiling, not slouching or sitting with crossed arms and many more things, by using your non-verbal communication practitioners can show children that they are listening and show that you care for the child (Rioux, 2022). This will support children's development by building their communication skills and support them in making relationships (Raising Children, 2024). Building relationships is key for children and practitioners. The relationships that are formed can change the way that care is given to the children (WJEC a, 2019). It is also important to build relationships with outside agencies for example health visitors, speech and language therapist, social services, parents and many more to fully support the child develop holistically (WJEC b, 2019). By doing this the communication aspect will be used as all professionals involved will share information to find the reliable things to support the child, this is called multi-agency working (WJEC b, 2019). One of the main aspects that comes under multi-agency working is safeguarding the child. Safeguarding means to protect an individual from harm, abuse or neglect, this also means to ensure that the rights of the individuals is met which will be discussed more later (NHS, No Date). The document written by the UK Government (2018) Working together to safeguard children A guide to inter-agency working to safeguard and promote the welfare of children, it outlines how professionals should react and work together to protect children against harm. Within the framework it also states that under section 40 of the childcare act 2006 that early year's practitioners must follow the welfare standards that are in the Early years foundation stage (UK government, 2018). The responsibilities include alertness to concerns, safeguarding policy and procedures are read and up to date and ensure that there is

a designated safeguarding lead and that all staff know who that is (UK Government Department for education, 2024). Safeguarding is fundamental to children's development. Children's development can be at risk if their mental health and well-being is not looked after, for example if they suffer abuse or trauma within their life, this can affect their cognitive, emotional and social development (NSPCC Learning, No date).

The main way to safeguard children is to ensure that they know and understand all their rights. Children have many rights stated by the United Nations convention on the rights of the child or UNCRC for short, the main purpose of the UNCRC is to protect the rights of children from conception to 18 years old (Welsh government b, 2015). The UNCRC article is made up of 54 articles and covers all aspects of a child's life and his broken down into 4 broad categories Civil, political, economic social and cultural (UNCRC, No date). Some important articles for supporting children's holistic development are, Article 12 the right to be listened to and taken seriously, this is when practitioners need to listen and ask children what they want to do (Children & Young People's Commissioner Scotland a, 2006). Article 28 is a very important right as it is the right to education, all practitioners should give education to any child no matter their race, religion or beliefs (Children & Young People's Commissioner Scotland b, 2006). Article 31 The right to play, leisure and culture (UNICEF, No date). By following this right, the children will be able to play outside within settings and this will develop them holistically and promote their well-being (Play Wales, 2022).

In conclusion there are many aspects that underpin the professionalism of a practitioner. By being a professional practitioner, they can support the children's development holistically. Professionals can understand the meaning of professional practice by looking at gasper's ideas of the qualities instead of qualifications. They are also able to see what frameworks like the Early years Outcome Framework underpin their professionalism and organizations like Care Inspectors Wales ensure the quality of care given to children is to the National Minimum Standards. Values are also crucially important like team- work and respect which is essential to creating a supportive environment. Within this essay it also discussed communication and relationships and how these are important to meet the needs of every child individually by safeguarding them. This also aligns with the UNCRC which makes sure all children are safe. By using the frameworks, values and collaborative practices, practitioners can create environments that nurture a holistic development for every child in their care.

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