

Student Number 2517872 ECEY4009

Cover Sheet

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For this assignment have submitted the following

Component 1: Personal development plan (PDP) word count 500.

Component 2: Briefing paper word count 1,047

Component 3 Essay word count 1,507

I did not use A.I

Professional development plan (PDP)

Objective	Actions (How will I achieve this objective/ what needs to be done?)	Resources (What support and resources are needed to achieve this objective?)	Target Date for achieving objective	Success criteria (How will I know I have achieved this goal; how will I review this?)
<i>To apply for a new promotion to be a team leader.</i>	I will need to fill out an application form and write a statement explaining why I am the right person for the job, including my experience, my qualifications and what I can offer to this role. I will need to submit this and if I am successful attend an interview, Where I will answer questions and reflect on my current practice, to show why I am the right candidate for the promotion.	The application form. A computer Evidence to support my application. For the interview I will need To know the time and place Prepare for the interview	24.10.25	I will know by receiving an email offering me an interview. If I am successful at the interview, I will receive a phone call and be offered a start date. I will also know if I am unsuccessful by receiving a phone call. I will ask for feedback to be able to reflect on the questions and answers I gave to be able to try again in the future.
<i>I will attend training called "A whole setting approach to supporting</i>	I will attend the training and then implement what I have learned into practice. I will fill out a training	Power point presentation notes A Feelings first whole resource pack which includes.	2.10.25	I will know I have achieved this by using the screeners and the resources provided to monitor

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<i>Children's wellbeing, resilience and emotional skills (WRERS) in the Early years. I will then use the resource provided to improve in this area in the setting.</i>	impact form to reflect on what I have learnt and what I will do next to ensure we are using the tool kit in our practice. I will book all of my staff onto this training also.	1. A setting audit tool 2. A screener 3. Models and Framework 4. Resources Training impact form Notes Discussions on the subject with all colleagues in the setting.		the environment, the children's relationships and their sense of belonging, transitions and developing the children's emotional literacy and emotional regulation skills. I will hold professional discussions with my colleagues within the setting to discuss. what is going well and where can we improve for the future.
<i>I will be re-accrediting our settings Quality for all with Early years Wales</i>	I will need to upload evidence of the setting improvements which have been achieved. I will have a teams meeting with a representative from Early years Wales who I will have a discussion with. We will talk about the evidence that is provided. We will also discuss next steps to continue to improve our setting.	Evidence: Pictures of the improvements Documents to support improvements e.g planning sheet	20.10. 25	I will know I have achieved this through my discussion with the assessor reflecting on our practice last year and ways we can continue to improve. I will choose 3 areas to improve for this year, I will also gain a certificate.

What is reflection and reflective practise?

Reflection is taking a closer look at our own experience to take a closer look briefly, but often to explore it in more depth. The key to reflection is to learn about our own actions and experiences by examining it. By developing the ability to explore and be curious about ourselves, we can open up the possibilities of purposeful learning. Reflection allows us to learn through experiences that occur before, during or after.

Amulya(2004)

Why is reflective practise important to EY practise?

reflective practice is important for Early years practitioners as it helps them think about what might be, it helps them to think and develop practice. They can do this through training and development ideas and talking to other practitioners sharing each other's ideas. Birth to 5 matters (2021)

Reflective practice is important in Early Years as it helps the practitioner improve and develop. In the Welsh Curriculum there are reflective questions for practitioners to answer for 7 different areas these are: pedagogy, the five developmental pathways, schemas, child-centred practice, inclusion, transition and leadership. Welsh Government (2022) By embedding these questions into practise, the practitioners will be able to see, key areas that they may need to improve, to become a better practitioner that is an enabling adult, who ensures there is a child centred approach ethos in the Early Years setting.

The theory of reflective practise:

"Reflective learning, Dewey stressed, facilitates deeper understanding, but also personal growth and increased capacity to act in the world and contribute to collective emancipation." Holdo (2022) he then goes on to say "Dewey's relational view suggests that these structural conditions—obstructive and facilitative—of transformative learning can become objects of knowledge that learners reflect on to understand the possibilities and limits of their own mode of critical reflection.

Schon (2016) argues "When someone reflects-in-action, he becomes a researcher in the practice context. He is not dependent on the categories of established theory and technique, but constructs a new theory of the unique case." Schon (2016) continues "He does not separate thinking from doing, ratiocinating his way to a decision which he must later convert to action."

Dewey (1984) identifies 2 types of action that is the basis of his theory of reflective practice, they are 'routine action' and reflective action. Dicks (2025)

Schon(1991) built on Dewey's theory and developed reflection-in action and reflection-on-action. Dicks (2025)

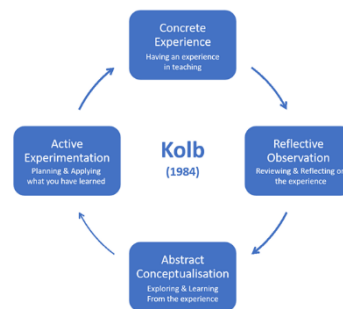
Reflection is now an important part of the way we learn and improve our practice. Dewey and Schon has helped us to shape into the practitioners we are today.

Gibbs' model (1988)



UCD Teaching & Learning / Resources (n.d)

Kolb's model (1984)



UCD Teaching & Learning / Resources (n.d)

Analysis of models

The Gibbs' Model (1988) has 6 steps. He begins with description - what has happened. He then focuses on feelings - what are we thinking and feeling. He moves on to evaluation – what was good and bad about the experience, next is analysis - what theory research do we know, what sense can I make from the experience, the conclusion is next - what else can be done and what can I improve on and his last stage is the action plan - this is how to do it differently and improve.

The Kolb's Model (1984) has 4 steps. He begins with a concrete experience, then moves on to reflective observation - reviewing and reflecting on the experience. Stage 3 is abstract conceptualisation - researching the knowledge of theory, exploring and learning from the experience. His final stage is active experimentation - this stage is about trying new things, planning and applying new learning.

Both reflective cycles were created in the 80s. It can be seen that both models reflect on the event that has occurred and both models reflect on the experience just at different stages. Gibbs (1988) follows on from Kolbs (1984) by providing questions throughout the process. UCD Teaching & Learning /Resources (n.d) The similarities in these models are Gibbs (1988) has 6 steps and Kolb's (1984) has 4 steps. Gibbs (1988) evaluates the good and the bad in the experience, whereas Kolbs (1984) moves straight from experience to trying new things. The terminology in both models are very different, Gibbs' (1988) terminology is easier to understand.

The pro's for Gibbs(1988) is he provides questions to help the practitioners to think. He Gets us to think about the good and the bad of the experience. His cycle is similar to how practitioners observe children today in Wales. We describe what is happening? We then analyse what we have seen and then respond by implementing it into planning. The cons for the model is that it has 6 stages, this may become overwhelming to begin with, as there is a lot to remember. The pro's to Kolb's (1984) is there is less stages with only 4 of them to remember. He draws from hands on experiences UCD Teaching & Learning /Resources (n.d) The con's for this model are the terminology may be difficult for some practitioners to understand and implement into practice.

Conclusion

From researching What is reflection and reflective practise and why it is important in Early years it can be seen, from Amulya (2004) that reflection is looking at our own experience and for us to learn from this experience by examining it. Amulya (2004) concludes by explaining reflection allows us to learn through our experiences that may occur before, during or after, it can also be seen in the Curriculum for Funded-Non Maintain settings Welsh Government (2022) That reflection is still a huge part of Early years and still being used today by practitioners across Wales. Birth to 5 matters (2021) explains the importance of reflective practice and how it can get practitioners to think and develop practice. The Models that have been analysed have similarities and dissimilarities after comparing/contrasting and talking about the pros and cons of each model, I have concluded that Gibbs model (1988) is model I prefer as it reflects on the day-to-day practice of today and the terminology is simple. This model is a good model for someone to start their journey on reflection. If practitioners take time to answer the reflective questions in the Curriculum for Funded Non-Maintain settings Welsh Government (2022) this will also help them to become reflective practitioners.

Amulya, J. (2004). *What Is Reflective Practice?* Available at:

<https://www.careinnovations.org/wp-content/uploads/what-is-reflective-practice65.pdf>.

Birth to 5 matters (2021). *Birth to 5 Matters: Non-statutory Guidance for the Early Years Foundation Stage* www.birthto5matters.org.uk from the Early Years Coalition.

[online] Available at: <https://birthto5matters.org.uk/wp-content/uploads/2021/03/Birthto5Matters-download.pdf>.

Dicks, K (2025) *Lecture 4 Reflective practice* Dewey (1984) slide 14.

Dicks, K (2025) *Lecture 4 Reflective practice* Schön, D.A. (1991) slide 15.

Holdo, M. (2022). *Critical Reflection: John Dewey's Relational View of Transformative Learning*. *Journal of Transformative Education*, Available at: [Critical Reflection: John Dewey's Relational View of Transformative Learning - Markus Holdo, 2023](#)

Schön, D.A. (2016). *Reflective Practitioner: How Professionals Think in action*. New York: Basic Books. Available at: [e-Reader | The Reflective Practitioner | How Professionals Think in Action](#)

Welsh Government (2022). *A curriculum for funded non-maintained nursery settings*. Available at: <https://hwb.gov.wales/api/storage/1f581142-6b91-41e4-845d-3d6c7765df20/a-curriculum-for-funded-non-maintained-nursery-settings.pdf>.

Uwtsd.ac.uk. (2025). *Reflective practice models UCD Teaching & learning* /Resources Available at: <https://moodle.uwtsd.ac.uk/course/section.php?id=160474>

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.

According to Gasper (2015) 'Professional' is not an easy thing to define. In some context the word 'professional' refers to someone being qualified, or having a specific ability, however he concludes by saying in the Early Years the qualities individuals demonstrate in their practice are important whether they are qualified or not. Smedley & Hoskings (2019) argue that from analysing data professionalism is about the relationship that practitioners have with the children rather than a qualification. Smedley & Hoskings (n.d) continues saying that Early Years practitioners understand that professionalism is a practise shaped by assessment orientated discussions, they conclude by saying that it is informed by theorist such as Froebel, who ensure the child is respected and that the practitioners with follow their interest. From looking at these quotes there is a clear pattern that in Early Years, professionalism is not just about qualification, 'professionalism' is also the way a practitioner presents themselves, that the qualities in a person can be more valuable than a qualification.

There are four core values which the Welsh Government feel should underpin the civil servants that work for them. These are "fairness, professionalism, partnership and creativity." Welsh Government (2025). Local authorities embed these into their practice; this is reflected in the policy and procedures that practitioners must uphold and adhere to. Newport City Council is a local authority and they have four core values which are "Being responsible, fairness for all, making a difference and working together." Newport City Council (2023). These values are all important to professional practice and employees of Government or local authorities, as they allow employees to have a clear outline of what is expected, this helps to create and uphold high quality professional practice.

According to WJEC (2019) good communication skills are key in an Early Years Childcare job, it is important that the practitioner is able to communicate with a wide variety of people. This will allow the practitioner to work effectively with the children,

parents/carers, colleagues and any other professionals. Communication and relationships in any setting is important but in an Early Years setting such as a Flying Start, communication and relationships are key. This is important as this will help meet the needs of the children. Training to help develop communication and relationships will also help practitioners, to become more confident and form a good relationship with the child. Their communication will become more natural and start to flow. This will meet the child's individual development needs. The practitioner will also begin to have more open and honest conversations with other professionals and the child's parent/carers. The pathway communication says, "communication is fundamental to children's development; it is vital to the foundation of relationships and essential for learning, play and social interaction." Welsh Government (2022). This is a clear statement explaining how important communication is to professional practice and ensures we are meeting the developmental needs of the child. In the same developmental pathway, it says "model good communication skills including engaging in sustained shared thinking and effective use of open-ended questions to support my thinking." Welsh Government (2022) This is another good example to support communication and relationships.

An in-depth knowledge and understanding are important to professional practice, especially safeguarding. Safeguarding is the most important thing in Early Years and it is everyone's responsibility. It is important to keep up to date with new legislation and train regularly to ensure you are adhering to the latest guidance to safeguard the child. The following source Social Care Wales (2017) highlights the importance of CPD, "Continuing professional development (CPD) is a planned, ongoing development of knowledge and skills throughout one's working life." Social care Wales (2017) continues to say "to motivate and develop good practice and quality services. It contributes to work based and personal development as an outcome of personal and professional reflection, enabling practitioners to fulfil their potential." As a local authority and a practitioner for Flying Start, there are mandatory training to be completed regularly when needed. Any new assistant practitioner must ensure they complete a recognised qualification within 2 years of their employment. As well as this Flying Start, Education and EAS offer other CPD training to ensure all staff have regular up to date training that is relevant, which will help practitioners to uphold the quality and continue to upskill there in depth knowledge to be an excellent

professional practitioner. The source National Minimum Standards (2023) highlights the importance of safeguarding that all staff in the childcare setting attends safeguarding which is relevant to their role. A designated person must attend safeguarding and protection training and is responsible for liaising with agencies in any safeguarding situation which may occur. Safeguarding should also be spoken about regularly and recorded in staff meetings in other training programmes, in supervisions and appraisals. Practitioners employed with Newport City Council's local authority complete Safeguarding involves all of us annually, Safeguarding B every 2 years as well as VAWADAV, Traffic Light training and Prevent every 3 years, additionally the senior practitioner, deputy practitioner and additional learning needs coordinator (ALNCO) attend Safeguarding Lead training every 2 years. This helps to upskill the practitioners to embed safeguarding into their practice.

Partnership and multi-agency working is important to professional practice and is achieved by agencies working together. As a practitioner you will collaborate with different partners, some of which are advisory teachers or an agency such as Early Years Wales. The advisory teacher will recommend that strategies help practitioners with reflection, observation, planning and the environment. This will ensure we are enabling adults and help us to inform learning experiences and embed the curriculum into our practice. Welsh Government (2022) The observation and planning cycle are a key tool to inform practice and ensure practitioners are meeting the needs of children. It can be seen in the Welsh Curriculum for Funded Non-Maintain settings how important it is. "Observations help inform us of children's fascinations. Making the most of these fascinations can help extend learning." Welsh Government (2022) Observing daily helps practitioners to inform planning and to be able to write assessments which are focused on the child with lots of examples which have been gathered from observing. It also helps practitioners to get to know the children they are looking after and meet their individual needs. This quote from the Welsh Government (2022) explains this a bit more, "Observation plays a key role in our practice. It should be grounded in our thorough knowledge of child development and the child should be at the centre of the process." As a practitioner you will also work with multi agencies. They will include social services, attending core group meetings, Child Arrangements and Safeguarding Plan (CASP) meetings, Looked after child (LAC) reviews and Child Protection conferences. This helps gain a

holistic picture of the child's needs and how best we can support the child and their family. You will also work alongside health care professionals; this will help to meet any medical or developmental needs the child may have.

"The UN Convention on the Rights of the Child (UNCRC) is an important, legally binding agreement signed by 196 countries (as of 12 July 2022) which outlines the fundamental rights of every child, regardless of their race, religion or abilities." UNICEF (2022) Gov uk (2004) states The Children's Commissioner should have regard on the Rights of the Child he must consider the purposes of the primary function of what constitutes the rights and interests of children. The National Minimum Standards have been created to ensure the rights of the child are considered. The UNCRC is an important factor for a professional practitioner it ensures the Child has a voice and the freedom to learn, be respected and protected from any harm,

From researching all about professional practice you can see evidence that supports the importance of professional practice, 'professionalism' is more about quality rather than a qualification, especially in Early Years. Professional values are important; Government and local authorities have values they would like their employees to embed; this gives a clear outline of what is expected. Communication and relationships are important to professional practice, you can clearly see how the new Welsh Curriculum reflects this. You can clearly see how important it is to have an in-depth knowledge especially about safeguarding. Ensuring there are lots of opportunities to gain experience is paramount to being a professional practitioner. Partnership and multi agency working is also important as it helps practitioners to support each other as well as the families and the children. Observation is key and it is embedded into the new Welsh Curriculum. This helps us to get to know the child and inform planning and reflect on our practice. The principles of the UNCRC helps us to ensure that the child is at the centre of everything we do as a professional practitioner. We should ensure that we give the child the voice they deserve.

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<https://www.gov.wales/sites/default/files/inline-documents/2024-06/a-framework-for-our-ways-of-working.pdf> page 11

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