

Personal Development Plan (PDP)

ID 2308630

Date: September 2023

I have received previous training in Schematic play. However, this was a few years ago, and I would like to refresh my knowledge of this subject.

I am a competent first aider but need to update my qualifications due to regulations. This will also inform me of any changes or new things that may have been introduced recently. I currently hold a CCLD level 3 & 4 gaining a degree would further my qualifications in my current role.

What do I want to develop?

My understanding of Schematic play, the diverse types of repetitive play often seen in the behaviours of early years.

To develop current and relevant practice as a paediatric first aider.

To develop my knowledge and understanding of the importance of education in the early years.

Objective	Actions (How will I achieve this objective/ what needs to be done?)	Resources (What support and resources are needed to achieve this objective?)	.	Success criteria (How will I know I have achieved this goal, how will I review this?)
Complete an accredited Schematic Play course- This will extend my knowledge and understanding during my daily practice. I can extend my knowledge to the team.	Enrol on to a Schematic play course-Cardiff Work Force Development. ACT Training Centre. Contact my employer to ask about the course's cost.	Is this during work hours or evenings- it is held during working hours. What is the cost- Employer will fund the cost of the course.	What are the course dates and times- 23 rd September 2023 9.00 am –3.00pm Achieving the objective will be 23 rd September 2023.	I will attend Schematic Play in the Early Years. I will receive a certificate of attendance on the day of training. I will give my team schematic play in house training. I will review each year.
Complete Paediatric First Aid qualification- To complete mandatory course Ensure staff follow correct regulatory First Aid procedures. To comply with regulations. Care Inspectorate Wales (CIW)	What needs to be done- Attend all course dates. Complete all tasks set. Engage during practical and written assessment.	Is this during work hours or evenings- It is held for two consecutive Saturdays therefore time in lieu will be given. What is the cost- Employer will fund the cost of the course. Time in lieu will be granted.	What are the course dates and times- 3 rd February 10 th February 2024 9.00 am –3.00pm Achieving the objective will be 10 th February 2024.	To become a qualified Paediatric First Aider- Qualified to administer First Aid to children. I will adhere to our First Aid policies and procedures. Review every three years.

Complete BA honours degree in Early Years Education and Care with practitioner status. Full time (Flexitime) I would like to acquire this degree for professional development.	What needs to be done- Contact Student Finance Wales and apply for finance. Enrol at University Trinity St Davids. Attend open evening. Attend all lectures weekly. Engage with lecturers. Complete all assignments on time and to my best ability.	Is this during working hours or during the evenings- This is an evening course. Which includes independent learning. What is the cost- Tuition fees will be paid through Student Finance Wales on a termly basis.	What are the course dates and times- Dates- September 2023-July 2025. (2 academic years) The course runs on a Monday evening 5.00pm-8.00pm.	I will achieve a BA honours degree- This will enhance my working practices. It will help to explore other career options and can be added to my Curriculum Vitae.
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CEY 4009 Briefing Paper

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<u>What is reflection and reflective practice?</u> Reflection can be seen as an evaluation of an action after it has happened. This means to think things through, contemplate and consider the options or solutions available. It is essential to understand a problem or situation that may have occurred. We utilise many critical thinking skills when we reflect on what has happened, by gathering ideas or solving problems when they happen. Observation and consideration are two processes we use when analysing a professional experience. It can become a sustained learning process that develops over time through knowledge and ability. According to (Forde et al.,2006). Reflective practice is normally seen as good practice. For an early year's practitioner to reflect effectively, it must have meaning and purpose. This will be beneficial when working with children and their families. Boud (2010:25). Agrees that 'unreflective practice is certainly bad.' The theorists confirm that reflection is a principal step, when reflecting practice working in the early years sector. Bolton (2005,2010) and Moon (1999,2004,2005) who are prominent writers and researchers in the field of reflection have observed different forms of reflection, they suggest that some forms can be vague and have no coherent content. This can affect practitioners' understanding of reflection. This tells us that reflection needs to be concise, current and open ended. Infact reflection is an ongoing process just like a working document that can be altered or changed during the learning experience. Hickson (2011) describes reflection as a mirror image. She suggests that practitioners need to reflect to summarise their experiences and practices. She also acknowledges that there is no exact interpretation of reflection. In approaching this issue, one might say reflection may work in contrasting ways and have alternative outcomes for different individuals. However, the pinnacle purpose is to provide the best outcome for the children and families we work with. To conclude from this, we can confirm that it is essential as an early year's practitioner to understand how crucial reflection is to evaluate and reflect on all areas of practice. This will improve our skills as a practitioner by sequencing events adjacent to assessing ideas. This will help keep an open mind and be inclusive, whilst reasoning and processing our thoughts through reflection that is purposeful and has meaning. Dewey (1859-1952) Observed that '<i>We do not learn from experience.... We learn from reflecting experience.</i>'	<u>Why is reflective practice important to EY Practice?</u> Reflective critical practice is paramount working in the Early Years sector, this enables us practitioners to meet the needs of individual children. Being mindful and slowing down practice enough to notice principal factors to help to observe children effectively. "<i>Critical reflection on work with children is an important element of knowledge to enable the integration of theory and practice situated in experience.</i>" (Atherton, 2011 p. 11) Eraut (1994) agrees with Atherton (2011) however, he does compare different forms of knowledge. Professional knowledge includes theory and practical knowledge depends on an individual's awareness, levels of understanding and standards. Knowledge of this kind is only gained through experience of working in a job role. It also gives the practitioner time to reflect on their own skills such as observing activities and how to view these in a contrasting way. To observe and review child adult interactions, how to react and assess situations in a professional manner. How to evaluate what the children are learning and what they will gain from the experiences on offer. Are children's individual needs being met? Are learning outcomes realistic and age appropriate? When you critically reflect this allows you to evaluate your practice ensuring it is responsible, ethical and empathetic. You need to provide a safe space for children to feel empowered which is inclusive and diverse. It is particularly important to keep an open mind. Record what you do see, rather than your thoughts. Be resourceful, planful, interactional and proactive. Why are we doing what we are doing? How is it helping the child? Will this help the family? (Dewey 1933) identifies with this, using three outlooks when using the process of reflective thinking: having an open mind, being responsible and wholeheartedness. Open minded practitioners are inclined to welcome other choices and ideas which enhance their practices from another viewpoint. Practitioners with a responsible outlook capture thoughts about children, not only in that moment but as a bigger picture. When working with early years 'wholeheartedness' allows practitioners to authentically reflect to help the children and families they work with. Reflection is a process of continuous enhancements; we need to supply opportunities to help children feel empowered. Ensuring we listen to the child's voice and look at things through the eyes of a child. Evaluating and identifying areas for improvement. Implementing change where necessary, creating strategies to support this moving forward. Reflective practice is continuous improvement. This is supported by
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(Samuelson and Carlsson,2008) To view through the eyes of the child, is where you begin to start the reflection process.

Gibbs' model 	Pros? Informative Repetition Easy to follow and use Observation Experience	Cons? Superficial reflections Reactive No values Limited for CPD use	Kolb's model 	Pros? Learn from experience Adapt strategies Learn by mistakes made Integrate theory/ Practice Proactive Critical thinking Detailed Problem solving	Cons? Practical Experimental thinking Limitations False conclusions
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Summary – Gibbs reflective cycle was developed by Graham Gibbs in 1988. It has 6 stages and presents a structure that helps to assess experiences. This would be beneficial to any practitioner as this would map out key factors and be informative when re-visiting. It allows reflection after the event has happened. You can learn and plan to move forward from what went well and what did not go well. It is a well assembled system so it easy to use and follow and is good for repetitive curriculum planning. However, because Gibbs (1988) does not expect the practitioner to address values or assumptions connected to any of their actions during the experience. This can lead to superficial reflections that may not be true.

The Kolb learning cycle has four stages, it is a cycle of reflective practice. It is a model to aid practitioners to learn from experience. It can accommodate you in finding your preferences and learning styles this would support a practitioner's strategies and enhancements to create a proactive reflection. Which in practice would interest the practitioner professionally. On the other hand, it may not help us understand or explain how we make those changes. It could promote lazy stagnant thinking and result in false conclusions.

It is often said that professional practice refers to the conduct and work done by someone from a specific profession. Working with the early years the process is more complicated and has lots of additional elements such as: professionalism, how you conduct yourself. Your knowledge is paramount when working with children, this is a quality that will improve overtime. Your skill set will grow and in turn you will be able to adapt and include these skills to enhance your practice. Personal development and qualifications are essential to maintain knowledge and keep practices relevant.

Being responsible for others and taking on responsibilities that can be challenging at times. Showing awareness, knowing things around you, but viewing constructively the bigger picture. Being approachable and showing empathy. Providing effective communication, so that you can process information and relay this in many forms. Including communicating effectively by communicating with children and families, work colleagues and other agencies. Note taking or documenting important detailed information, that you need to refer or pass on is an integral part of professional practice. Be accountable for your actions or decisions you will make. Have consideration for others, this needs to be non-judgmental and non-biased. Consider the family's beliefs and ensure ethical inclusive and non-discriminatory practice is followed. To be approachable, friendly, good natured and easy to talk to. To be reliable to the children and families with whom you are working with. The values that were mentioned are important as a practitioner as they help us recognise our professional specification. Who we are as practitioners, what we believe. This can enhance our devotion and motivation.

This is supported by McGillivray (2008) emphasises that complex aspects such as traditional beliefs, ideology, training, qualifications, and assessment, all contribute to the perceived notion of 'professional identity'

Perez (2019) identifies that the idea of 'professionalism' is underpinned by values which guide the skills, knowledge and ethical standards required to execute a job role.

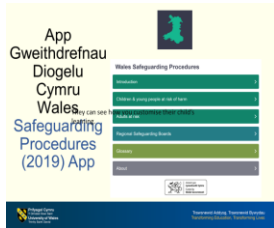
According to research, it shows that including parents and carers in their children's development is a main element in allowing some children to achieve their best despite their background. Working in partnership with parents is a fundamental part to the early years foundation stage (EYFS) Invite parents or carers into the setting when you settle their child. This will give them reassurance; they can observe how you interact with their child. The family can see how you customise their child's learning. To be a silent communicator is also important, being aware of your facial expressions to be non-judgemental in your reactions. To be friendly and show interest and to interact at the child's level. Working together to understand the child's interests and discover how best to support their learning by sharing knowledge. It is essential to consider cultural and ethical beliefs and respect one's wishes. Another method of involving parents are home visits, this would show interest and support to the family. Parents or carers having the opportunity to talk to the child's key worker daily, this would reassure and build a strong relationship with the family. Attend local courses and workshops at the locally for different areas of learning. This would not only provide opportunity to share the same desirable outcomes and vision as the family, but this could continue promoting the child's learning at home. Sharing information with parents is also crucial to develop what the child is interested in. For instance, a child who enjoys playing with dolls, the activity could be enhanced to develop their learning by introducing bottle, hairbrush, nappy, and a set of clothes to promote self-help skills and taking

care of others. To be an effective communicator it is also crucial to be a good listener, to listen to the family and the voice of the child. This information is also supported by [Working in partnership with parents and carers - Help for early years providers - GOV.UK \(education.gov.uk\)](https://www.gov.uk/guidance/working-in-partnership-with-parents-and-carers-help-for-early-years-providers)

Having in depth knowledge as an early year's practitioner is so valuable. It gives you the confidence to move forward in a positive professional way and follow the correct paths. Following legislation governed by Care Standards Inspectorate Wales. Understanding the National Minimum Standards and ensuring these are the initial foundations to your practice. To understand and know the 7 Core aims. To have relevant knowledge of your safeguarding policy and procedures and to follow these accordingly. To recognise and understand the principles of The Children Act (1989, 2004) these were both sourced to improve the safety and welfare of children across Wales to make sure that local authorities took the correct steps to provide systems and services for any children in need in their area. To know who to report for example your safeguarding officer. During a referral process you need to follow a structured pathway. For example, if a child makes a disclosure, you must not ask leading questions, write the event word for word, do not interpret the child's language. Finally sign and date the document. You must then contact the Multi agency safeguarding hub (MASH) Here you will get the correct advice for next steps. (MASH) may ask you to complete a multi-agency referral form also known as a (MARF) This is where you transfer word for word the notes you made. However, keep the original copy in a safe and secure place. You will then follow the guidance of the (MASH) team going forward. All early year's practitioners should have the Safeguarding Procedures (2019) app installed on a mobile phone or device that is safe to use around the children in your care.

Everything you need to know about safeguarding in Wales is documented on here with useful telephone numbers and information.

Please see image:



Social Care Wales (2019) *Wales Safeguarding Procedures*.

Available at: <https://safeguarding.wales/> (Accessed: 24 October 2023)

To build up a full picture of the child, it is important that you work in partnership with other colleagues in the setting such as the SENCO, as well as any relevant multi- agencies to gather their views and observations. These observations and views need to be fed into your assessments, this will help you to make your own firm and professional judgments about that child. Health visitors are also important part of working together to build a full picture of a child and any potential concerns in relation to their development. Parents should be kept informed and involved putting strategies in place where appropriate to assist a child's learning needs and development. Occupational health, inclusion, parent plus, family services and social workers are also a fundamental part of multi-agency working. They help to shape the whole picture of homelife, health, if the family are struggling in any areas or if there is cause for concern. These professionals can share their knowledge and expertise with the practitioner and can advise and demonstrate the correct path. Childrens basic rights

should be respected. The United Nations Convention on the Rights of the Child (UNCRC) this is a legally binding international agreement setting out political, civil, social, economic, and cultural rights of every child, regardless of their race, religion, or abilities. The (UNCRC) contains 54 articles. This was adopted by Welsh assembly government (2015).

(Gasper, 2010). Confirms this by explaining multi-agency working can help inform all parties involved understand a child's situation. Offering children and families an integrated approach to get the support that they need.

Observations and planning models help us ensure that we are meeting the children's needs by allowing you to create a deeper understanding of reflection of the experience. Schon's (1991) Reflection in action/Reflection on action creates an additional part by making a contrast between reflection during the event or activity and reflection after. This model is particularly useful when teaching in the moment. When things are not planned, you can capture the 'moment,' and this allows you to adjust or enhance your practice and change the experience and act immediately to provide the best learning outcomes.

UNICEF (2011a: 11) has clarified that is it not enough for children to have physical access to education but also equality of opportunity when in education and quality teaching to ensure enhanced learning outcomes and successful progression through education.' settings, and explain: 'From this we can see that children need to be given opportunities to be able to make choices in a range of exciting, engaging activities to fulfil their full potential.

When outlining a curriculum for the early years it is paramount that the practitioner's knowledge and understanding of child development is crucial. It needs to follow play and play based learning, authentic and purposeful learning. The five pathways are influenced by the standard of interaction between practitioner and child, the activities offered, learning experiences and environments. These can be developed and enhanced to create the most effective learning outcomes according to individual needs. Here are the five pathways: Communication, Belonging, Exploration, Physical development, and Well-being. By observing children while involved in activities, practitioners will find out how their skills are developing. Practitioners will also be able to collect information on the children's understanding and knowledge. When observing children, we should identify, monitor, and evaluate the curriculum and practice's effectiveness, it is to meet every child's individual needs.

To summarise,

Inclusive practice ensures every child is respected and treated fairly. Having access to educational practice, each child is given access and can fully participate in their own learning journey. This provides the individual with learning resources and skills for later life. Children have a voice they need to be heard.