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ECEY 4009

PDP

I have developed some understanding on how to build a good CV and I have gained some knowledge on how to use various computer programs.

I would like to develop confidence in public speaking and continue to learn more and be confident in using technology as it is constantly developing.

No	<u>Improvement and Development Goals.</u>	<u>The actions I will take to achieve this goal?</u>	<u>What will this help me to achieve?</u>	<u>Timelines</u>	<u>Success Criteria</u> <u>How I will know when I have made this change?</u>
1	Improve Time Management Time management improves wellness, especially life satisfaction (Aeon and Faber and Panaccio, 2021).	Determine what my priorities are, as some tasks are more important than others. Use time management tools. Draw up a timetable and adhere to it to organise my day. Avoid distractions and take regular breaks to reduce anxiety. Delegate tasks where possible. Review and adjust plans regularly.	It will help me to improve my mental health by reducing my stress levels which in turn will help me to feel more relaxed. It will keep me focused on my goals and help me to stay positive about achieving my goals. It will give me a better work-life balance. It will help me to feel more in control of any tasks therefore stop procrastination	3 months	Be more focused and aware of what tasks need completing and by which time and date. Feel less stressed and more in control of my workload. Feel more relaxed and have the opportunity to enjoy some good quality family time. Improve my personal and professional life. Tasks will be completed efficiently.
2	Educational Development	Delegate tasks to family members therefore allowing myself to study for the required number of hours to successfully complete my education with a positive outcome. Set achievable clear learning goals. Attend lectures and complete assignments and submit as required. Take any other opportunities to do short courses online and use any other resources to my advantage.	It will allow me to gain access to better job prospects and the opportunity to have a career in a respectable profession. It will help me to reach my full potential and build my confidence to better myself. Achieving the required qualifications will give a sense of fulfilment.	2 years – degree. 1 year- PGCE.	Complete my degree and gain the required qualification. Increased knowledge, skills, and qualifications relevant to my goals and interests. To further my development, complete a PGCE. Feedback from lecturers. I will have gained a deeper understanding in my chosen subject. I will have graduated.
3	Career Development	Set clear and achievable goals for myself. Discuss my goals with a career advisor and seek further help if required. Actively search for new job opportunities and apply for them. Research and develop skills. Update CV as required.	Completing my goals will give me a sense of achievement. It will also allow me to have a more balanced lifestyle. On completion of this degree and a PGCE, this will enable me to be in a suitable position to gain employment in a teaching roll and free time for hobbies.	Within 1 year to secure a job as a teaching assistant. The timeframe of 3 – 4 years to secure a job as a primary school teacher.	Firstly, have a secure position in a school as a Teaching Assistant and once I've completed a PGCE I will have gained a teaching qualification. Then secure a teaching job within a primary school. Feedback from career advisers and employers.

What is reflection?

Reflection is the process of engaging the self in attentive, critical, exploratory, and iterative encounters with one's thoughts and actions, as well as their underlying conceptual framework, with the intention of changing them and having a perspective on the change itself (Naguyen et al, 2014).

Although reflection is a daily process that frequently occurs without conscious thinking, reflecting with a goal to improve professional practice needs the intention (Miller and Ford and Yang, 2020).

It is suggested that reflection relates to the act of thinking used to give clarity to a situation that was previously unclear and that it is a descriptive idea rather than a prescriptive one (Clara, 2014).

What is reflective practice?

The process of intentionally reflecting on one's work to enhance practice, such as better instruction, more collaborative interactions with colleagues, is known as reflective practice (Miller and Ford and Yang, 2020). Reflective practice is closely related to the idea of learning from experience, which involves thinking about what you did, what happened and deciding what you would do differently the next time.

There is a difference between reflective practice and casual thinking. Reflective practice, as opposed to casual "thinking," necessitates a purposeful effort to think about events and gain new insights into them (Skillsyouneed, 2023).

Why is reflective practice important to EY practice?

Reflective practice enables us to examine ourselves so that we can present our very best selves for the children. Practitioners can reflect on the needs of the children and modify the tone of voice, facial expressions, body language, support strategies, and problem-solving techniques accordingly to make their learning enjoyable. Reflective practice enables teachers and caregivers to exercise empathy and perspective-taking with others, while also considering how others may feel and actively seeking out methods to improve communication. In order to act with empathy and compassion during difficult conversations and build respectful partnerships rather than conflicts, we can listen into the emotional responses of others. Through Reflective Practice, mentors and supervisors can also invite people into a safe setting where they can identify their goals and areas for growth as well as how to get there (Housman Institute, 2022).

The theory of reflection

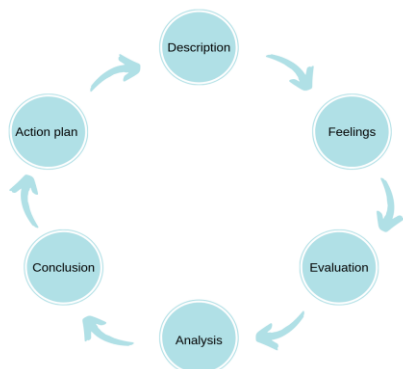
According to reflection theory, people have a need to comprehend and make sense of the social environment in which they live (Triola, 2023).

A program of work or practice can be better understood if we are aware of the origins of a theory.

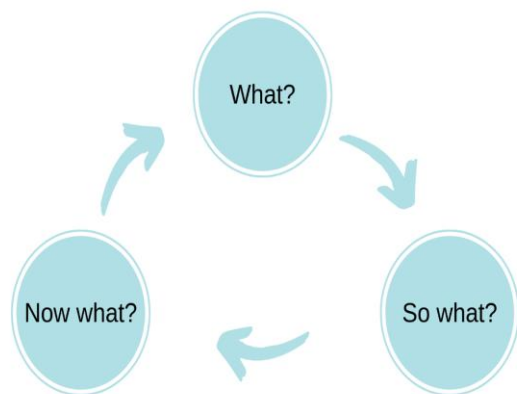
Dewey's work provides the basis for the theory of reflective practice. Routine action and reflective action are the two categories of action he distinguished. Routine action is dictated by things like custom, habit, and clear requirements such as laws. These behaviours are consistent and unlikely to alter considering current situations. However reflective action is different in that it calls for ongoing reflection and self-evaluation, asking why we act in certain ways. Is it because it has always been done in that way or perhaps it is done that way to get the best out of children, or ourselves? Reflective Action thus shows a readiness to be adaptable, analytical, and socially (Colwell, 2019).

After experiencing anything, practitioners might begin to consider what transpired. This will give them time to process what happened, consider how they feel about it, and determine what to do next (University of Cambridge, n.d).

Gibbs' Reflective Model



Driscoll's What Model



(University of Cambridge, n.d)

Graham Gibbs' created his model in 1988 to provide structure for learning from events. It provides a framework for analysing experiences and, because of its cyclical structure, works especially well with recurrent experiences, enabling you to make plans and learn from things that went well or not so well. It covers six stages:

Description – describe circumstances.

Feelings – feelings about the experience.

Evaluation – both good and bad.

Analysis – make sense of the situation.

Conclusion – what you've learned.

Action Plan- how would a similar situation be dealt with again or make general changes.

Although Gibbs initially recommended using it in recurring circumstances, the stages and concepts also apply well for events that have occurred once (The University of Edinburgh, 2023).

The "What?" cycle of reflection was created by John Driscoll, first for healthcare professionals, but it has subsequently been used by a wide range of learners (Gladd, 2020).

He founded his model of the 3 What's during the 1990's,, which was based on the important questions 'What?, So what? And Now what?.

Asking these 3 straightforward questions, experiences can be analysed and reflected upon.

To put the experience in perspective, first define it. This helps to understand what is being dealt with very clearly. The next thing is to ask "So what?," or what was learnt from the experience?

In the last phase, is asked to consider what action will be taken due to this reflection.

It's crucial to keep in mind that reflection may not always lead to changes (University of Cambridge, n.d).

Analysis of different reflective models – compare/contrast/pros/cons:

Models can be comprehensive and structured, like the Gibbs' model, which has six steps, or more basic, like Driscoll's, which is a three step plan. The models are similar in that they have components that are critical, analytical, and descriptive as well as a concluding section that provides a future plan (TU Dublin Library Services, 2023).

There are advantages and disadvantages to using these models. The advantages of using Gibb's reflective cycle are that it is adaptable and appropriate for a wide range of employment rolls in numerous sectors, it is simple to follow and there is no time frame to complete it.

The disadvantages are that it disregards the opinions of others, self-motivation is required to complete it and you must provide constructive feedback to yourself (Wallbridge, 2022).

Gibbs' model may also have the drawback of superficial reflection therefore offering little opportunity for growth on the personal or professional front. One of Driscoll's model's drawbacks is that if the three stem questions are not addressed in depth, there may be very little opportunity for significant reflection (Forrester, 2020).

Driscoll's model has some benefits, among them being its simplicity. In comparison with other models, the three-stage approach is simpler and easier to recollect. It is more likely to be utilised more frequently as it is simpler to use (Nursing Answers, 2023).

Conclusion

As humans we are constantly using our minds to think about events that have happened. By taking a step back and realising that something is not working, we give ourselves the opportunity to reevaluate and think about what would be more effective. Whether it's how we engage with young people, how we support their feelings and actions, or how we provide activities. Reflecting on past experiences allows individuals to identify what went well and what could have been done better. This self-awareness can lead to improved performance. It can encourage individuals by reviewing past decisions and their outcomes.

To 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.

In early childhood programs, "professional development" refers to a variety of experiences that support early childhood practitioners' learning, growth, and training opportunities as they work with young children from birth to age eight and their families. A wide range of activities aimed at improving one's knowledge base, skill set, or attitude perspectives are referred to as professional development.

Its long-term objective is to enhance young children's learning and development by helping them acquire particular learning and social-emotional capabilities. In many circumstances, it also promotes critical family-specific attitudes or skills. All early childhood professional development initiatives aim to improve children's learning in the cognitive, communicative, social-emotional, and behavioural domains. These long-term, indirect outcomes are the key indicator of successful in professional development initiatives (Sheridan et al 2009).

To actively support and extend children's learning in all areas, practitioners must develop, demonstrate, and continuously improve their relationships with both adults and children, understanding of the unique and diverse ways that children develop and learn, meeting the needs of all children, learning styles, and interests; work with parents, caregivers, and the wider community and work with other professionals within and beyond the setting (Department for Education and Skills, 2005).

Values influence teachers' professional identities, and the educational experiences of learners are influenced by the attitudes and values of those who work with them to educate them. Values that are important for professionals regardless of the field and are universal include:

Social justice, which is the view that all people should have equal access to economic, political, and social possibilities both now and in the future.

Trust and respect, which is a positive behaviour that fosters genuine relationships, demonstrates consideration for the needs and feelings of those involved, and demonstrates respect for the natural world and its resources.

Integrity which is being truthful and demonstrating a constant, unwavering commitment to high moral and ethical standards and values. Values help practitioners to develop their professional identity as education professionals.

By attending to each child's individual needs, values assist teachers in getting to know and develop every child (The General Teaching Council for Scotland, 2012).

Early literacy skills as well as personal, social, and emotional development are supported when relationships are built via communication and experience sharing. The ability to form social connections and communicate ideas and thoughts with others through language is essential to achieve success in any subject. Children learn social skills through interacting with others, which opens possibilities for friendship, empathy, and emotion sharing.

Studies indicate that positive adult-child interactions have a significant impact on children's language and communication development. Being around receptive, enthusiastic individuals who are interested in having conversations with them is beneficial to children. Children can build confidence and independence when having a conversation with an adult who takes turns and waits for the child to respond. Staying warm and attentive while modifying your language to suit each child's requirements will help to maintain a conversation (Gov.UK, n.d).

Children's subsequent learning and accomplishments can benefit from high-quality early education and childcare, a fact that has been demonstrated by government investment, particularly over the last 20 years. The key to that beneficial effect is quality, and professionals with the necessary training, experience, and understanding are an essential component of that quality (Department for Education, 2012).

It is the duty of all those who work with children to ensure their safety. A single practitioner cannot fully understand all of a child's requirements and circumstances. Everyone who comes into contact with children and families has a responsibility to identify concerns, share information, and act quickly in order to ensure that they receive the right care at the right time.

Effective collaboration among organisations, agencies, and practitioners is important so that all individuals working with children and families, including those assisting parents/caregivers, understand their own and other practitioners' roles. It is imperative that they acknowledge and adhere to the published guidelines outlined by the local safeguarding partners. Accessing the needs of children and providing early help is more effective in promoting the welfare of children. Early help can stop further problems from developing (HM Government, 2020).

Effective safeguarding and child protection require multi-agency collaboration. Children and their families will access a variety of services over time. It is important for practitioners to work collaboratively in order to obtain an overview of a child's circumstances and therefore develop a coordinated care plan.

Case studies in the UK have highlighted how crucial it is for agencies to work together, and share information, in order for professionals to fully have an understanding of any risks that a child may be exposed to and take the necessary precautions to keep them safe. The sharing of information should be communicated effectively particularly if it affects a child's welfare.

Discussing and exploring any differences of opinions with multi-agency team members will help to better understand a child's circumstances, therefore informed decisions can be made about any actions to take. It is also important to have a detailed handover if a child is moved to another team (NSPCC Learning, 2023).

Every child is unique, observations made in various contexts provide firsthand insight into their abilities and talents.

Observation is the process of looking and listening to children in order to understand about their development, interests, and their learning through play and other experiences which are available to them. It is crucial for practitioners to observe children in order to determine whether the child is developing at the expected rate, whether toys and other resources are age-appropriate, and to focus on future provision of resources that will help the child explore new interests, develop new skills, and gain further knowledge (Early Years Matters, 2023).

The United Nations Convention on the Rights of the Child is an International Treaty which has an aim to safeguard the well-being of children from birth to 18 years of age. The 54 articles of the UNCRC outline the civil, political, economic, social, and cultural rights that every child is entitled to and address all aspects of a child's life ((General Teaching Council for Scotland n.d).

The basic principles of the Convention that apply to education include non-discrimination, the child's best interests, the child's right to life, survival, and development, and the child's freedom to voice ideas (Hammarberg, 1998).

The UNCRC's "rights of the child" identified a general principle: every child should be able to exercise their rights without ever facing discrimination.

The "best interests of the child" principle is prioritising a child's well-being and development in all decisions and actions.

The right to life is the principle that bears the greatest direct relevance to the economic and social rights of children. It covers the right to survival and development in addition to the basic right of not to be killed.

The UNCRC's views of the child principle, acknowledges the child's right to be heard and have their opinions considered in matters affecting them (UNICEF, 2019).

The principles of the UNCRC inform professional practice in which children learn through their rights. A rights-based approach has been identified as being a principled and practical framework for working with children and young people, It is about incorporating children's and young people's rights into all areas of policy, practise, and decision-making, and placing the UNCRC at the centre of planning and service delivery. (General Teaching Council for Scotland n.d).

Every child has the right to an education, stated by the UNCRC. The goal of education is to help children reach their full potential and instil a respect for basic freedoms and human rights (Hammarberg, 1998).

Emphasising learning through rights helps early learning and childcare settings to create a "rights-based approach," which endeavours to make children's rights a real and vital part of their goals, values, and daily practices (The City of Edinburgh Council, 2022).

In conclusion the significance of various aspects of professional practise in early years education is vital for the holistic development of children. It ensures that educators create inclusive, safe, and nurturing environments that respect children's rights and individual needs. This commitment to high quality practise not only sets a strong foundation for lifelong learning but also contributes to building a more equitable and socially responsible society, where every child has the opportunity to thrive and grow. By placing the child's best interest at the core of their work, educators ensure that the child's well-being and development are the primary focus. This perspective respects the child's rights, as outlined in the UNCRC.

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