

Portfolio For ECEY4014**Contents**

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AI Declaration

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Rhan 1- Cynllun Dadblygu Personal (Geriau 602) need to delete 52-102 words
(Part 1- Personal Development Plan)

Rhif	Nodau Gwella a Datblygu	Meini Prawf Llwyddiant (Sut byddaf yn nodi cynnydd)	Y Camau byddaf yn cymryd i lwyddo	Fframwaith Amser	Beth fydd hyn yn fy helpu i'w gyflawni?
1	Gwella fy ngwybodaeth a sgiliau ymarferol o Gyfeirnoddi Harvard ('Harvard Referencing').	-Byddaf yn gallu cyfeirio'n hyderus, i safon uchel yn gyson, ym mhob aseiniad. - Byddaf yn gallu defnyddio dyfyniadau yn y testun a rhestrau cyfeiriadau, heb ddibynnu'n drwm ar gymorth allanol.	- Adolygu'r 'Harvard referencing guide' rhodded gan y brif ysgol. - Ymarfer cyfeirio'n gywir a priodol wrth ymchwilio a chymrid nodiadau.	O fewn 3 mis	- Gwella safon academiaidd fy ngwaith ysgrifenedig. - Cryfhau fy ngallu i asesu a chyfeirio at amrywiaethau o ffynonellau. - Cefnogi fy ngwybodaeth gyffredinol am unrhyw bwnc rwy'n ei ymchwilio. - Cyfoethogi fy ngwaith ysgrifenedig drwy seilio ar ddamcaniaeth a thystiolaeth.
2	Cryfhau fy sgiliau o ran cynllunio, cyflwyno a gwerthuso sesiynau Addysg Gorfforol a chylchedau synhwyrdd ('Sensory Circuits').	- Byddaf yn gallu cynllunio a darparu sesiynau Addysg Gorfforol a chylchedau synhwyrdd strwythuredig yn annibynnol. - Byddaf yn gallu addasu gweithgareddau corfforol yn hyderus, a'i strwythuro i	- Parhau i arwain sesiynau Addysg Gorfforol a Chylchedau Synhwyrdd, gyda ffocws ar ddatblygu fy hyder wrth ddarparu. - Arsylwi a monitro ymgysylltiad, cydlynid, hwyliau a pharodrwydd i ddysgu y disgyblion.	3-6 mis	- Cyflwyno ymyraethau sy'n cefnogi anghenion a datblygiad corfforol a synhwyrdd disgyblion unigol. - Cryfhau fy ymarfer proffesiynol drwy gynyddu fy hyder wrth arwain sesiynau strwythuredig sy'n helpu i baratoi

		anghenion unigol y plant.	- Addasu gweithgareddau ar gyfer dysgwyr niwro-amrywiol a disgyblion ag anghenion ychwanegol. - Gweithio gydag athrawon a Chydlynnydd Anghenion Dysgu Ychwanegol (CADY) yr ysgol i sicrhau bod fy narpariaeth yn effeithiol ac yn gynhwysol.		disgyblion ar gyfer gwersi ddosbarth. - Gwella fy ymarfer myfyriol drwy werthuso sut mae disgyblion yn ymateb i wahanol weithgareddau ac addasu'r sesiynau wrth ystyried hyn. - Gwella fy mherthynas broffesiynol â chydweithwyr drwy rannu arsylwadau ac ystyri eu hadborth.
3	Gwella fy hyder a sgiliau cyfathrebu proffesiynol wrth siarad â rhieni a gofalwyr, yn enwedig wrth gyfleu gwybodaeth am gynnydd, anghenion neu brofiadau dyddiol eu plentyn.	- Byddaf yn teimlo'n fwy hyderus wrth gychwyn sgysiau gyda rhieni a gofalwyr, gan ddefnyddio iaith glir a phroffesiynol. - Byddaf yn gallu rhannu gwybodaeth mewn ffordd glir ac yn gywir. - Byddaf yn gallu ymateb yn briodol i unrhyw gwestiynau neu bryderon.	- Arsylwi ar gydweithwyr profiadol wrth iddynt ryngweithio â rhieni, er mwyn dysgu strategaethau cyfathrebu effeithiol. - Ymarfer defnyddio iaith broffesiynol wrth drafod dysgu, ymddygiad neu les plant. - Paratoi pwyntiau allweddol cyn siarad â rhieni, er mwyn helpu i strwythuro sgysiau. - Gofyn i gydweithwyr neu oruchwylwyr am	3-6 mis	- Cryfhau fy ymarfer proffesiynol drwy wella perthnasau â theuluoedd. - Cynyddu fy hyder mewn sefyllfaoedd lle mae angen rhannu gwybodaeth bwysig neu sensitif. - Cefnogi lles disgyblion drwy sefydlu cyfathrebu clir a chyson rhwng yr ysgol a'r cartref.

			adborth ar fy arddull cyfathrebu. - Cynyddu hyder yn raddol drwy gychwyn sgysiau bach, cadarnhaol gyda rhieni – er enghraifft, rhannu cyflawniadau neu lwyddiannau dyddiol.		
4	Adnewyddu ac ehangu fy sgiliau arwyddo presennol, mewn BSL ('British Sign Language') a 'Makaton' a gwella fy hyder i arwyddo'n gyson yn ystod ymarfer dyddiol.	Byddaf yn gallu defnyddio ystod ehangach o arwyddion yn hyderus, er mwyn cefnogi dysgu disgyblion a chynyddu ymgysylltiad a diddordeb.	- Astudio fy nodiadau a fideos BSL lefel un, er mwyn adnewyddu fy ngwybodaeth. - Ymarfer arwyddion yn wythnosol gan ddefnyddio adnoddau ar-lein, fel cyfryngau cymdeithasol ac apiau. - Parhau i ddefnyddio Makaton sylfaenol yn ddyddiol yn y dosbarth. Mae hyn yn rhan o'r drefn trwy gydol y dydd – wrth gymryd y gofrestr, wrth ganu caneuon, neu yn ystod sioe ysgol. - Ehangu'r nifer o arwyddion rwy'n eu defnyddio gyda disgyblion	6-12 mis	- Defnyddio arwyddion yn hyderus ac yn effeithiol yn ystod y diwrnod ysgol. - Cryfhau fy ymarfer cynhwysol drwy wella safonau dysgu i ddisgyblion sydd ag anghenion cyfathrebu ychwanegol, neu sy'n fyddar a Thrwm eu Clyw.

Part 2 – Briefing Paper on Reflective Practice (Words)

Part 3 – Essay on Professional Practice (words 1896/1650) **Need to cut 246 words**

Professional practice in the early years is shaped by a practitioner's knowledge, understanding, values and responsibilities, all of which inform how they support children's learning, development and wellbeing. Professional practitioners must respond to the individual and inclusive needs of every child. This awareness will be informed by effective communication, careful observation, purposeful planning and multi-agency collaboration. Combined with strong safeguarding practice, these elements help create safe and supportive environments where children's wellbeing and development remain central (Bailey, Hunter and Marsden, 2018). A strong understanding of child development, home circumstances, and additional learning needs (ALN) enables practitioners to make informed professional decisions that support children's wellbeing and safety (Whitters, 2020). Rights based frameworks such as the United Nations Convention on the Rights of the Child (UNCRC) emphasise the importance of listening to children, valuing their perspectives and protecting their welfare. This reinforces the practitioner's responsibility to uphold children's rights within everyday practice.

Reflecting on individual and professional values enables practitioners to question assumptions and develop a well rounded understanding of ethical, child centred practice. Principles of social justice, respect, integrity and commitment guide professional judgement, ensuring each child is recognised as an individual.

These values influence how practitioners interpret children's needs, and support them in making decisions to establish inclusive learning environments (Brock, 2015).

Establishing clear communication and strong relationships are integral to effective professional practice, as they directly influence children's emotional security, learning, and overall wellbeing (Dobson and Melrose, 2020). Positive relationships built on trust, respect, and consistency help children feel safe and valued, which is essential for their social and emotional development (Hayes, 2023). Secure relationships support children's confidence, resilience, and ability to engage in learning experiences (Whitters, 2020).

Early years practitioners must communicate in ways that are both inclusive and responsive to the individual needs of each child. This requires careful consideration of their tone, gestures, facial expression, posture, and physical proximity. These non-verbal cues will influence how children interpret an interaction (Johnston *et al.*, 2018). Using a calm and comforting voice, warm body language, and maintaining appropriate

eye contact, further supports this sense of security and helps create a nurturing environment in which children feel safe (Whitters, 2020).

It is important that children feel their voices are heard and their opinions valued, as this strengthens their sense of belonging and emotional security. When practitioners listen actively and respond sensitively, children develop confidence in expressing themselves and trust in the adults around them. Valuing children's perspectives also supports autonomy and meaningful engagement, reinforcing child centred and rights based practice (Bailey, Hunter and Marsden, 2018). Through engaging with the voice of the child a professional practitioner is able to achieve key parts of their role, by adapting when needed and creating a person centred practice. Having a comprehensive grasp of child developmental stages can support practitioners in recognizing typical and atypical patterns. This can support them in identifying emerging needs, and planning appropriate interventions (Johnston et al., 2018). This again furthers a child centred practice.

Understanding children's home circumstances, trauma, or additional learning needs (ALN) is essential for recognising vulnerability and responding sensitively within professional practice. Knowledge of inclusive practice, ALN, behaviour guidance, and developmental theory enables practitioners to differentiate effectively and promote equitable outcomes (Wood, 2019). Awareness of Adverse Childhood Experiences (ACEs) further supports practitioners in understanding how early trauma can affect behaviour, wellbeing, and development. Bailey, Hunter and Marsden (2018) emphasise the importance of understanding each child's background, family life, and experiences. This highlights how an awareness of a child's background and needs should inform sensitive, responsive practice. Without this depth of understanding, practitioners may overlook indicators of vulnerability or fail to provide appropriate support (Hayes, 2023).

Safeguarding knowledge is particularly vital, as practitioners have a legal and ethical responsibility to protect children from harm. *Working Together to Safeguard People* (Welsh Government, 2022) states that "safeguarding means keeping people safe from abuse, neglect or harm and knowing what to do if you think a child or adult is at risk of abuse, neglect or harm." This legislation supports training which enables practitioners to recognise early signs of concern, follow correct reporting procedures, and act with professional judgement when issues arise. This depth of understanding ensures practitioners respond appropriately and work collaboratively with external agencies where necessary. Statutory guidance emphasises early intervention and shared responsibility for safeguarding and wellbeing, highlighting the importance of professionals working together effectively (Whitters, 2020).

Multi-agency working is essential for meeting the diverse needs of children, particularly those with additional needs or vulnerabilities. Collaboration between practitioners,

families, and external professionals, such as social workers, the school's ALNCO, health visitors, and speech and language therapists ensures children receive coordinated, holistic support (Dobson and Melrose, 2020).

Multi-agency working brings together a range of professionals with diverse expertise, creating a comprehensive and well-rounded understanding of the child's needs. This collaborative approach ensures that all parties work towards the shared goal of promoting the child's best interests (Dobson and Melrose, 2020). Multi-agency working brings together professionals with diverse expertise, creating a comprehensive understanding of each child's needs. Effective collaboration ensures all practitioners work towards the shared goal of promoting the child's best interests. This process is strengthened when professionals also share core values, supporting consistent approaches, reducing duplication and enabling secure, appropriate information sharing across agencies. (Brock, 2015)

An individual practitioner is unable to meet a child's every developmental, health or social need. Therefore working with external and internal support workers provides practitioners with specialist expertise and targeted interventions that strengthen inclusion and improve outcomes for children (Johnston et al., 2018). Effective multi-agency collaboration also ensures a consistent approach, minimises duplication, and facilitates secure and appropriate information sharing between professionals (Ryan, 2018).

Effective multi-agency practice is built on strong professional relationships and clear communication, where practitioners consistently demonstrate teamwork, fairness, respect, and integrity, throughout the planning and delivery of support (Hayes et al., 2024). Effective collaboration also depends on information being shared appropriately and securely across professional boundaries, ensuring that all professionals have a consistent understanding of the child's needs. It is imperative that any and all information is shared through the proper channels, this may differ slightly depending on the local authority. It is important for professional practice that practitioners familiarise themselves with the correct protocol for the sharing of sensitive information in their school or setting (Hayes, 2023).

Open, respectful communication with families is equally important, as it helps practitioners understand children's backgrounds and supports a continuity of care. When families feel valued as partners, they gain reassurance, clarity, and confidence in decision-making, which empowers them and strengthens outcomes for children (Wilson, 2024). Establishing trust through consistent professional communication, helps parents and carers feel supported and included in their child's education and care. This sense of partnership is particularly beneficial for children with ALN, safeguarding concerns, or complex needs, as coordinated and collaborative practice ensures their needs are met comprehensively and consistently (Wood, 2019).

Observation plays a vital role in professional practice as it enables practitioners to gather meaningful information about children's learning and development. This material can then be shared with parents, informally in day to day practice, and through formal assessment. High-quality observations provide insight into children's strengths, interests and ongoing needs, through capturing learning across the curriculum (Johnston *et al.*, 2018). Recording pupils' experiences and abilities supports communication with parents, carers and teachers alike. Additionally this documentation provides a clear view of pupils progress, on which practitioners can reflect, and shape future provisions. It is important that observation and planning are used alongside each other to ensure that teaching is responsive, purposeful, and aligned with each child's needs (Ryan, 2018).

Effective observations must have a clear purpose, focusing on what a child can do. It is not sufficient to simply watch the children, observations should be accurately recorded and critically reflected upon (Bryce-Clegg, 2025). The data should be interpreted by practitioners, with conclusions grounded in their strong knowledge of child development and their understanding of the individual child (Hayes *et al.*, 2024). These observations are particularly vital in early years practice, as young children may not yet have the ability to verbally communicate their feelings or needs. This reflective process facilitates practitioners in tracking pupils' academic progress and developmental milestones (McEvoy, 2018). Reflective observation practice should inform engaging and developmentally appropriate lesson planning that supports inclusive teaching and learning (Hayes, 2023). When observation and planning are carried out ineffectively, crucial information about pupils' development, and needs may be missed. Bryce-Clegg, (2025) emphasises that observations are of little use if they are not used as a foundation for responsive and reflective practice.

Professional practitioners can strengthen reflective practice by drawing on a range of educational approaches, gaining broader perspectives and a deeper insight into children's learning. Reggio Emilia and *Te Whāriki* both place children at the centre of learning, valuing their ideas, choices, and unique ways of communicating (Brock, 2015). Reggio Emilia is built on four key principles: a strong image of the child as capable, the environment as a "third teacher," the hundred languages of expression, and a commitment to relationships and collaboration (Rinaldi, 2021). Similarly, *Te Whāriki* emphasises children's competence, holistic development, and learning through relationships, shaped by community identity and culturally-rooted practice (Hall *et al.*, 2025).

These closely align with rights based expectations in early years practice, particularly the UNCRC. These principles guide practitioners in creating environments where children's views are valued, supporting inclusion, empowerment, and emotional wellbeing (Bailey, Hunter and Marsden, 2018). This is highlighted in article 12 of the

UNCRC which states that children have the right to express their views, and have them taken seriously. This aligns with child-centred approaches such as Reggio Emilia, where children are encouraged to think critically, make choices, and participate meaningfully in their learning (Reed, Walker and Siencyn, 2015). These rights also connect to inclusive communication, echoing *Te Whāriki*'s emphasis on diverse ways of expressing ideas. The Children Act 1989 reinforces this rights-based foundation by placing a duty on professionals to safeguard and promote children's welfare, ensuring their best interests remain paramount (GOV.UK, 1989).

Embedding these principles in daily practice helps practitioners create environments where children feel safe, valued and confident in expressing themselves. This rights-based approach is reflected in the Curriculum for Wales, which prioritises learner voice, wellbeing and holistic development. Practitioners are expected to design learning experiences that respond to children's needs and remain firmly grounded in their rights (Welsh Government, 2022).

Effective professional practice in the early years depends on meeting the individual and inclusive needs of children through values-led, reflective, and rights-based approaches (Brock, 2015). Clear communication and strong relationships help children feel safe, respected, and confident, while understanding development, ALN, ACEs, and home circumstances ensures practitioners respond sensitively to emerging needs (Dobson and Melrose, 2020). Observations and responsive planning provide essential insight into children's strengths, interests, and progress, enabling practitioners to shape purposeful learning experiences (Hayes, 2023). Safeguarding and multi-agency collaboration further strengthen practice by ensuring concerns are identified early and children receive coordinated, holistic support (Whitters, 2020). Rights-based frameworks such as the UNCRC and the Children Act 1989 reinforce the importance of listening to children, valuing their perspectives, and protecting their wellbeing (*Convention on the rights of the child*, 1989). Together, these themes demonstrate that professional practice is relational, reflective, and grounded in strong values, creating inclusive environments where every child is supported to thrive.

Part 3 - References

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