

### AI Cover Sheet

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.

### **Contents page**

- Personal development plan
- Briefing paper
- Essay

### **Personal Development Plan**

**What do I know already /** I am conscious that I need to practice speaking Welsh more. As I am a PPA teacher I feel that I am able to deliver the basic Welsh phrases but would like to feel more confident and have a greater understanding on this subject.

**What have I learnt so far:** Carrying out this performance development plan has enabled me to understand what my strengths are and what I need to complete to fulfill my responsibilities.

**What do I want to develop:** I want to develop my Welsh language skills. I do not feel fully confident in delivering Welsh.

| 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?) |
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| <p><i>Gain more knowledge of the Welsh language</i></p>              | <p>I will enroll on a Welsh course to gain a greater understanding of the language. This will help with my teaching skills in school when I am delivering Welsh lessons.</p> <p>I have looked at several Welsh courses online. One is <a href="#">Learnwelsh</a> this is the most suitable course to undertake as it is perfect for my ability to manage work and life.</p> | <p>The <a href="#">Learnwelsh</a> course provides students with an interactive classroom environment.</p> <p>Along with the above I believe that looking at resources online. One book that I will research is <a href="#">My Way to Welsh</a>. This book is ideal for students that are just starting out and is used as an extra tool for those attending Welsh classes.</p> | <p>36-week course</p> | <p>How to implement Welsh language throughout the curriculum areas.<br/>How to plan for Welsh language throughout the curriculum.<br/>How to assess children's learning.<br/>What resources do I need?<br/>How to thread Welsh language through all activities and routines</p> <p>I will review this regularly by making sure I keep up to date with any changes in the Welsh curriculum along with enrolling on a more extensive course to further my skills.</p> |
| <p><i>To complete a First aid course (my course has run out)</i></p> | <p>I will enroll onto a 3-day Welsh course with <a href="#">St Johns Ambulance</a></p> <p>My previous certificate has run out which means I am unable to administer any form of first aid to pupils in my school on a day-</p>                                                                                                                                              | <p>The course I have enrolled on is over a 3-day period. The course contents provide first aiders with practical skills needed to carry out</p>                                                                                                                                                                                                                                | <p>3-day course</p>   | <p>I will achieve this by completing the 3-day course. This will be reviewed in 3 years when I will attend a 2-day fresher course. This has provided me with essential up to date guidelines in line with legislation.</p>                                                                                                                                                                                                                                          |

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|                                          | to-day basis. This has a knock-on effect during break and lunchtimes.                                                                                                                                                                                                                        | first aid in a school environment.                                                                                                                                                                                    |                      |                                                                                                                                                                                           |
| <i>To complete a Safeguarding course</i> | I have started at a new school and wish to recap my safeguarding knowledge. I have spoken to my headteacher, and she has advised me to complete an online course. I have been looking at a few courses online but the one that has appealed to me the most is <a href="#">NSPCC Learning</a> | This course is an online course. Along with completing this course I will also look at the school's safeguarding policy and familiarise myself with it along with making sure I am aware of the safeguarding officer. | 3-hour online course | I will achieve this by completing the online course and receiving a certificate. My school holds a weekly safeguarding meeting to discuss any concerns we have in relation to the pupils. |

# What is Reflective Practice

## Part 2

### What is Reflective Practice years

### Reflective practice in Early

This briefing paper will explore the importance of reflective practice within the Early Years. Firstly, reflective practice is the ability to reflect on one's actions by making sure practitioners have a better understanding of teaching and learning, helping to improve their practice. Reflection is promoted in a range of disciplines, particularly in education, health and social care, and is an essential part of professional practice. The work of Moon (2004, cited Brock, 2014, p.7).

It is often said that reflective practice is when practitioners consider and evaluate with the aim of altering and creating an improved provision. This, however, should be maintained continuously to provide improvement (Pacey, 2016).

A good understanding of reflective practice can be gained through research methods including reading and hearing the opinions of colleagues. Observing others and

Firstly, early-year practitioners find it impossible to pause at that moment and decide what would be best. It is not an environment where you are able to stop without any interruptions. That is why reflective practice works effectively in an early year's provision (Lindon and Trodd, 2016). However, a case study carried out by (Hanson, 2016) suggests that reflective practitioners can become complacent and find themselves in a cycle of plan, do and review that are based on policies and personal experiences from a previous provision. What some practitioners fail to consider is the viewpoints of others who were paramount to their actions, the adults and children in that provision.

Reflective practice in early years encourages and promotes ongoing development. It is good practice to reflect on work as a means of personal growth and development. Gaining a good understanding of knowledge from reflections can help

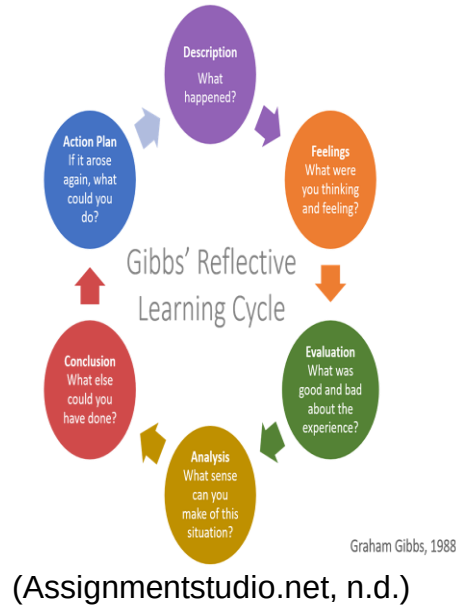
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| <p>reviewing case studies these are all critical abilities to support an early year's practitioner (Brock, 2014, p.9). The process of reflective learning within reflective practice can be a daunting process both professionally and emotionally. It is essential that a balanced view is taken as being too negative can be detrimental for the practitioner (Hallet, 2012, p. 3).</p> | <p>practitioners improve and develop in their practice Gunning / Early Education (2022).</p> <p>Reflective practice also supports ways of working with parents which sometimes are forgotten or misunderstood. The Pen Green Centre is just one early year's establishment that has set up study groups with parent participation. This enabled the parents to discuss their own experiences from past and present as well as providing new information to them regarding their child's development. The work of Arnold (2009, cited Paige-Smith and Craft, 2011).</p> |
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| <p><b><u>The theory of reflective practice:</u></b></p> <p>When practitioners first begin their journey into early year's education it can be hard to begin the process of reflective practice. To get into the habit of analysing your experiences and actions can become a daunting task. John Dewey is mentioned consistently throughout research into reflective learning. Dewey gives us a way to talk about reflective practice by defining it by reconstruction and reorganisation of your experience (Rogers, 2002). Dewey identifies two types of theory routine action and reflective action. Routine action refers to actions and activities we engage in automatically. Reflective action involves purposeful thought and being aware of decision making.</p> <p>Secondly Donald A Schon was a notable figure in the development of theories around reflective practice. Schon's reflection consists of two key concepts reflection in action and</p> |
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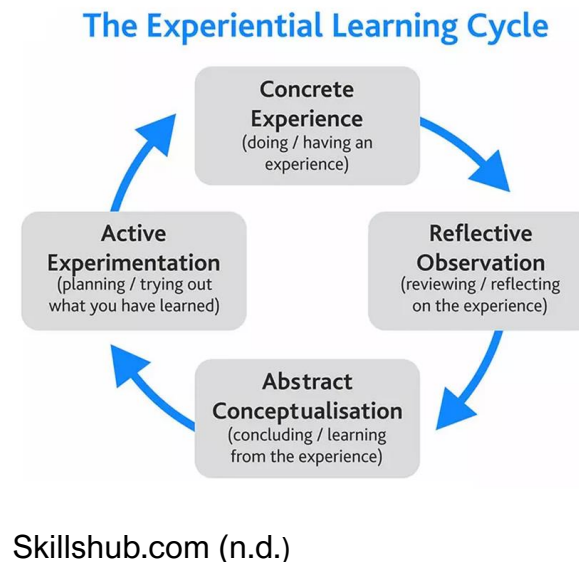
reflection on action. Both concepts encourage practitioners to think about their actions during and after an event (Carelearning, 2024).

The practitioner experiences the unexpected in a situation which they find uncertain or different. The practitioner then reflects on the experience and creates a deeper understanding to allow change and development (Schon, 2016).

### Gibbs' model



### Kolb's model



## **Comparing both Kolb's and Gibb's reflective Models**

To begin with both Kolb's and Gibbs reflective cycles as pictured above in images one and two are models used to reflect on experiences and draw lessons from them. While both models share similarities they do differ. Firstly, Kolb's cycle has four stages and Gibb's has six stages. Kolb's learning cycle creates great emphasis on acquiring information and learning from experiences it does not take into consideration reflection during an action. (Mcleod, 2024) argue that Gibbs reflective structure expands on Kolb's work but produces

a more detailed experiential cycle with emphasis on emotions, feedback and organised plans of action. Using both Gibbs and Kolb's reflective cycle in the following scenario. An early year practitioner takes her class to their PE lesson in the school hall. They complete the warmup that has been planned and they then split into partners like they have done in previous lessons. The teacher notices that one child is missing from the class but cannot account for that child and where they have gone. The child in question had been taken to an intervention class by another member of staff but that member of staff did not inform the teacher and had taken the child on route to the hall. It cannot be denied that both Gibbs and Kolb's models can be used in this scenario however Kolb's cycle is more focused on the individual internal experience while Gibbs is more focused on analysing the process and what can be developed further for improvement.

### **Conclusion**

In conclusion reflective practice is a process of creating meaning to an experience. It moves a learner into a deeper understanding of connections to other experiences and concepts. (Rodgers, 2002). Reflection requires viewpoints that respect one's own and others intellectual development.

Reflective practice leads to improved teaching strategies, a positive working environment and sharing good practice. All this enables an increase in quality and development for the early years sector and enhances educational outcomes (Tippins, 2024)

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### **Part 3**

**Recongnise and analyse the significance of different aspects of professional practice and why these are important in meeting the individual and inclusive needs of children.**

Firstly, professional practice refers to an activity that supports the application of a person's knowledge in an industry or job role they work in. The way an individual behaves in a job role or workplace follows ethical guidelines and codes of conduct within that sector. Perez (2019) believes the notion that professionalism is supported by values that provide the skills and knowledge required for the job role. However, Keichtermans (1993 quoted in Hallet, 2012, p150) states that professionalism is part of the professional self. It contains five separate but interconnected elements of professionalism. Self-image, self-esteem, job motivation, task perception and future perspectives.

The role of an early year's practitioner in addition to the above is to maintain regular reflection within their practice and regular engagement into ongoing professional development. Hyson and Tomlinson (2014) highlight that early year's practitioners must apply knowledge and experience in an ever-changing and challenging environment. This is to enable the children to have a successful start in life and to make sure that every choice is made and that the wellbeing and interests of the children are paramount at all times.

There is some debate on what values are important for early year practitioners to determine their pedagogic role. The work of Chalk (2013, quoted in Dyer, 2018. P 350) says that emotional engagement is a key specialism for practitioners and claims that practitioners need to develop and express their own pedagogical principles. However, Osgood (2010, quoted in Dyer, 2018. P. 358) describes the importance of professional education and recommends the necessity of reflection and self-awareness found to be essential for early years practitioners increasing their confidence and theory within the setting.

Having a firm understanding of personal experiences, values and beliefs helps shape professional practice. By reflecting on these experiences, you can enhance your provision by creating a nurturing and inclusive setting which enables a child's growth and development (Care Learning, 2024). An equally important aspect to consider is (Early Years Wales, 2022) maintains that their principles are based on giving every child in Wales the best possible start in life. Additionally, enabling them to fulfill their goals and ambitions.

Research into good communication within an early year setting confirms that good partnership with parents/carers is essential. A good practice study conducted by Ofsted in 2015 revealed that effective parental engagement in the process of teaching is a cornerstone of any practitioner's work. All the settings that took part in the survey acknowledged that a child's first teacher is their parents (Ofsted, 2015). It follows that early year's practitioners should work in partnership with parents/carers when getting to know each child. As a

result, practitioners can then use this information along with their existing knowledge to develop and plan individual routines, if necessary to aid the child within the setting. This enables a consistent child-centered approach to support personalised care like toileting. This will then help the child develop more independence which can have a significant impact on the well-being of the child (hwb.gov.wales, 2024). It cannot be denied that observing a child within your setting helps gain a greater understanding of their individual needs along with supporting the child's rights. However, observing a child can add unnecessary stress, that is why it is vital that the observation is purposeful. It cannot be denied that parents/carers play a vital role in their children's early development. However, children from poor backgrounds are less likely to experience a rich and rewarding home learning environment (Ofsted, 2015). The convention on the rights of the child article five state family guidance as children develop. An equally important aspect to consider regarding forms of communication is if parents/carers have a lack of digital knowledge or are unable to read correspondence that has been sent out in relation to their child. This can have a significant impact on the relationship between the teacher and parent/carer.

Children and families may access a wide range of services throughout a child's life. Practitioners need to work alongside these agencies to gain a better understanding of a child's situation and how best with a coordinated approach they can support the child. Multi-agency working is key to effective safeguarding and child protection (Sidebotham et al, 2016). Case reviews carried out throughout the UK emphasize how important it is to share information and collaborate with agencies so that practitioners can be fully aware of any risks a child might be exposed to then carry out the action required to keep that child safe (NSPCC, 2023). In addition to this it is equally important that practitioners understand history and legislation in relation to safeguarding. The Wales safeguarding procedures have been designed to enable practitioners to apply legislative requirements and expectations of the Social Services and Well-being (Wales) Act 2014. According to (safeguarding.wales, n.d.) having an effective safeguarding setting requires a shared understanding of terms frequently used. It is necessary for all professionals within the educational sector to be aware of these terms. While also making sure that every practitioner is using the same term in the same way. If a safeguarding incident has been reported it is

important that every individual is treated with respect, empathy and warmth regardless of the situation. (safeguarding.wales, n.d.). It is recommended that refresher training is carried out regularly within all settings to establish a good understanding of safeguarding and to keep up to date with current changes in legislation.

It follows that children's human rights should be at the core of any early year settings including the planning and delivery of lessons. It is crucial that these rights are embedded in each setting. Having cooperation across different areas of the school, including external agencies, is paramount. So that the principles of the children's human rights are always applied. This is in line with (article 3 Convention of the Rights of a Child). The best interests of the child. (Children's Commissioner for Wales, n.d.) say that the children's human rights approach is a principled and practical framework for education settings to enable human rights education under the duties of the Curriculum and Assessment (Wales) Act 2021.

It is said that practitioners need to be fully aware of children's rights. One-way practitioners can support learners to understand their rights is by interacting with them and using activities, resources that help support this. Whilst doing these early years practitioners must ensure that the four purposes are embedded within their planning and delivery at all times. The four purposes of the curriculum for Wales (CFW) are a transparent statement of what is fundamental in delivering a well-rounded education.

It remains said that it is a necessity for professional practice within an early year's setting that the professional has a deep understanding of current legislation along with knowledge and values that support their learning and combine different experiences (hwb.gov.wales, 2024). Practitioners who support professional development and who commit to ongoing reflection are building their knowledge while ensuring high quality teaching is delivered.

In conclusion to the above the final theme running throughout this discussion of professional practice is the importance of a combined knowledge and good understanding of everything the early years sector encompasses. A research report taken from the Department of Education in January 2017 states that in identifying good practice three themes emerged throughout the report. One theme is to hold a skilled and experienced workforce as this underpinned the practices that supported children and enabled them to reach their full potential (Callanan et al., 2017). Therefore, it is well recognised that experienced and effective professionals play a fundamental role in supporting the development of children Moyles et al., (2002, quoted in Johnston et al., 2018, p.435). However, some practitioners might feel it is not their responsibility to maintain continuous professional development, and this is the role of a more senior member of staff, trainer or inspectorate to tell that what to do (Lindon and Trodd, 2016). At the same time, we cannot ignore the fact that without continuous professional development by both the professional and within local authorities, the sector will decline. That is why the quality and care of children must remain paramount throughout their education.

Finally taking into consideration all the above information, professional practice is an ongoing process that without support from multiagency, ongoing professional development, parents and carers the continued development of good practice would not be maintained thus causing a detrimental effect to a child's education.

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