

Short term goal- Have more of a routine and be more organised

Specific	My short term goal is to become more organised and gain a continuous routine that I use daily. I want a better routine to uphold my university work, organise for my job and also to have a routine to go to the gym and exercise. I also want to make chances so I have more free time to spend with friends and family and do things that I enjoy. Additionally I want to not leave any university work till the last minute and have a structured timetable to complete my work.
Measurable	I will be measuring my progress by creating a weekly timetable for the week that I create every Sunday ready for the week ahead. Another thing I could include is a daily list of things I have to complete on that day.
Achievable	This is achievable as I can edit my daily routine and change any habits that are obstructing my being organised. At the beginning of each week I will plan everything that can be organised, to prevent any thing that could potentially take up more of my time in the week. I also want to start waking up earlier to start any tasks such as the gym to add more time in my day to day.
Relevant	This goal is very important as it can be overwhelming if I have too many tasks to complete in our day or even the week. Having this routine will help me be guided within the week and let me be in control. Also will improve my productivity and set my days and week in a smoother way.
Time-Bound	I am hoping to reach this goal within the next 4 weeks to 3 months. I will monitor my goal weekly and see if I see any difference in my weeks and if I feel more organised and also if there needs to be any changes that can benefit it. This will help me carry it on to my future path in university and my day to day life.

Long-term goal- Become more confident speaking in a public setting.

Specific	To become more confident speaking in a public setting. This could include doing a presentation, in a group setting. I want to accomplish this to build up my communication skills and feel more comfortable and naturally put myself up for nomination. The requirements for me to become more confident is to start small and practice in a smaller group then eventually progress into a large proximity of people.
Measurable	I'll know when this is accomplished by feeling more calm and being comfortable to share my opinions and feelings on topics that are discussed.I'll know when this is accomplished by feeling more calm and being comfortable to share my opinions and feelings on topics that are
Achievable	I know I can accomplish this goal as it is something I can practice in everyday life. This can be by saying my opinion and thoughts in a conversation. I can start in a smaller setting then start in a large group of people. I could also start by doing a presentation in front of people who I'm comfortable with then grow to a less comfortable environment.
Relevant	It is worthwhile as it can strengthen my confidence and help my ideas be more clear. It is a correct time for me as I'm going into the education setting in which opinions and discussions have to be had. Also to communicate with my classmates when doing discussions or possible presentations in university. This will eventually help with my career.
Time-Bound	I am aiming to pursue this goal in the next 6 months to a year. My goal to complete this is by June 2027. I am going to open up to my opinions more everyday and start to speak my opinions to new people who I am surrounded by. I will review my progress at the end of each month and ask people around me if they have seen any significant change in my confidence.

The importance of reflective practice.

What is reflective and reflection practice?

Reflective practice in an early years education setting evaluates the experiences, observations and the interactions children have and to identify the developmental and where there be an improvement. When in an early years setting, it helps practitioners to review the way they approach situations while teaching and help cater for all different children's needs that are appropriate to the child. Therefore, listening to the children's feedback and considering their interests can help practitioners create an inclusive environment for all children and they can support children with their development. Overall, this can thoroughly increase the quality of their practice (Early years Wales, ND).

Why is reflective practice important to early years?

There are several importance to having reflective practice in an early years setting. When having that closer time and gaining more interactions with the children it can help practitioners have more information to create the most substantial learning experiences (showcase training, 2026) Which overall creates a more inclusive environment for the children and for practitioners to feel more confident in what they are teaching. According to zerotothree (2024) they state that factors such as family life, culture, relationships and the community they are surrounded by can all impact a child's behaviour, how they learn and how they interact with others. A practitioner having a close relationship with the child from an early stage of their life can implement how they can support and provide the correct education for the child, which can then benefit the child in various ways and create a positive and inclusive learning and development for the child.

Who are the theorist of reflective practice?

Donald Schon (1991) wrote a theory about reflection-in-action vs. Reflection-on-action. Reflection in action will take place when the activity is happening environment they work in can change unexpectedly. It can help practitioners think of different approaches when things might not go as planned.

Reflection-in- action (when it is happening)

- The situation that is happening.
 - Assessing the situation.
- Thinking about what next step you can take to implement the situation.
 - Act immediate on your actions

Reflection-on-action (After the situation)

- Reflection on what has just happened after the situation
- What actions would you change if this situation happened again?
- New informed information that you've heard or different theoretical perspectives that help gain feelings and actions. (libguides, 2026)

Another theory is Gibbs (1998) that identifies a six stage model that identifies the stages that learners go through. These six stages are:

1. Description: What happened? Describe the situation and include only the important facts
2. Feelings: What were you thinking and feeling during the experience?
3. Evaluation: What went well? What did not go well?
4. Analysis: Why did the situation happen this way? What can theory or evidence tell you about it?
5. Conclusion: What have you learned? What could you have done differently?
6. Action plan: What will you do if you face a similar situation again? (Britannia, 2026)

What are the pros and cons of reflective models?

Pros:

- Give practitioners a better academic structure to go by.
 - supplies more help for where to begin in a situation.
 - More options of what you could do in a situation

Cons

- Makes it slightly more difficult when the steps are not in a certain way.
- When in the setting it would be less likely you'll be able to start at the beginning.
- Different situations can mean different ways of controlling the situation.
 - It can feel slightly repetitive (lib guides, no date)

What is the difference between these two reflective models?

There is a difference between Gibbs reflective model and Donald Schon reflection cycle.

Schon's reflective model focuses on reflection-in-action and reflective-on-action while his reflective model focuses on quick decisions and that they are essential in the practice. It also gives practitioners the opportunity to correct their way of thinking in a situation and how you can improve your skills. Whereas Schon model highlights six stages to give a structure on how to guide through a situation. This model can help practitioners structure their academic lesson more thoroughly and how you can change how you handle the situation. Which can be from seeing if the child is engaging and if not creating a more engaging approach. (school of academics, no date).

What are the benefits of Gibbs reflective cycle?

The benefits of Gibbs reflective cycle gives practitioners a better way of teaching as it gives practitioners a more adaptable way of reviewing a situation and have a better understanding of how to plan for improvement that may have to be changed. When in the early stages of education, it helps those who work in these settings learn a new way on how to respond to the challenges, recognise the achievements and design a positive environment for the learning to take place. When adding these changes to your setting it can not only change your teaching but change a child's experience of an inclusive, enjoyable and caring setting which is a huge benefit to a child. (Aussie childcare, 2025)

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Professional practice is the key part to a child's education. This is where a child is supported in various ways. Which can be from teachers, admin staff and anyone in the field of education. In an education setting the most important skill to have is to have the natural ability to be supportive and to gather the most useful knowledge of your occupation. With all these qualities gathered it can help give the premium rate of care and education to the children and even the families that are involved (prichard, 2024). According to parenta highlights the structure of how to be a professional in the early years setting and what different importance it includes. "A professional in the field of work is a combination of knowledge, behaviour and attitude" (Parenta, 2026). This indicates understanding the importance of knowing how a child develops and learns in different settings. Also knowing and identifying the EYFS guidance and values and working with their way of their teaching programme. Having the most suitable attitude towards the children, staff your work with the parents while taking criticism from any corrections that are suggested to you.

Communication and gaining a relationship with the children while meeting their needs are beyond essential when in the field. Children are always seeking attention and comfort from adults around them and gaining a connection. These relationships develop over a short or long period of time depending on the child's feelings and backgrounds. When a child goes to a childcare environment they may feel the want to suggest their ideas and thoughts and if the adult who is responsible does not acquiesce to their thoughts they may feel unheard and may not suggest their feelings again. Whereas if a child is listened to it can make the child return to that person as they know they will be heard and listened to and eventually will develop dependence and gain emotional support to that person ([Gov.uk](https://www.gov.uk), 2026). Mental health has stated that "The first two years of a babies life are crucial to their development and future mental health and wellbeing" this shows the importance and the intensity of a child's act of acknowledgement to people they are surrounded by and how much their brains adapt to how a person treats them (mental health, 2016). However, you may have to take a different approach if the child has learning difficulties or needs. It is extremely important to gain these relationships as some children may be non-verbal or have difficulties with communicating their feelings and thoughts. There could be many risks to not having a relationship as they are at a higher chance of experiencing abuse or not having the correct level of care at home, which unless they feel comfortable with a person in the field then it will take a much longer time to communicate these situations. Also, having another way of communicating with you will benefit them and you massively. This could be just creating a sheet of different words or anything that you know that would bring the child's communication along while reassuring them that they have your support (NSPCC, 2026).

Having an in-depth understanding and knowledge of the importance to professional practice is essential for individuals working with children as young children are less likely to express their feelings and if anything could be happening to them outside of school. It is also the practitioners or any staff involved responsible to create an environment where all children feel included and have a safe space to express themselves. Building positive relationships with

children is key to creating a safe and supportive space for them. Another thing is that if a child feels comfortable they are likely to develop confidence, explore around and try new exciting activities. Practitioners should regularly reflect on their practice and check for any improvement to be made. Also, having feedback from children, peers and parents can help expand their variety of ways to be a better practitioner and support children in various ways (ambition, 2026) Therefore having these connections can implement a child in so many ways but another important outcome of this is having the correct safeguarding approach and knowing a child in a deep way to be able to detect if something could be potentially wrong but you must know the correct procedures. Records of anything that feels abnormal needs to be recorded and looking out for any miss behaviours or just their general selfs. Having a fast and appropriate safeguarding system helps the child get the help they need as fast as possible(family careers, 2026). As practitioners you are the sole provider of protecting children safeguarding on a daily basis. Therefore building trust with families can create a good safeguarding relationship and gain trust with the family. It can also influence a better communication barrier so it keeps the practitioners and families closely informed about a situation and get the best support they can have. Having clear rules and having a structured day routine can help you spot any unusual behaviour within a child and know their usual routine and characteristics (inspire london, 2026). When dealing with a safeguarding procedure you must know the correct format, when noticing a threat of behaviour there will always be a designated safeguarding leader in the setting. They are there to be contacted first and take over the concern as they are trained for that reason. They contact the local children services and help staff to the best of their ability when dealing with a hard case and give support if needed. They also uphold the safeguarding culture and update staff and support services if any updates upon the procedures of safeguarding ([Gov.uk](https://www.gov.uk), 2026)

Partnerships and multi agency within the professional practice are extremely important. They connect several professionals together to gather the most substantial support for the child who is in need. Services that could be involved are education, health, police and social care professionals. It can also benefit the professionals as it can teach and supervise others if unsure what to do in a situation. It includes constant communication between the professionals to keep the correct story and to ensure the child from harm. There are many benefits to this association which can be early detection as different services are able to identify different body languages and also are qualified in a certain region. It can also help different professionals come together as a team and create a stronger team which can then help earlier detection (Highspeed training, 2025).

Observing and planning is a main role in an early years setting. When becoming a practitioner you need to be able to identify a child's personal interests, needs and what they are able to achieve. There is a three step process to help practitioners have a clear understanding. Every child learns and develops in different ways, doing these observations early on can help identify if a child may need more support than others. As it is the practitioner's job to identify these, they need to create a different environment where each child feels understood and if a child is not developing and learning they need to take a second look and identify the problems or potentially the way they are teaching. It is then easier to identify if a child may need extra support from different sectors. Children will create their own way of learning and how they interact with others. It is important as the practitioner to encourage their way of doing things as a child needs to be supported in all aspects (birthto5matters, no date)

The UNCRC is the Convention on the Rights of the Child. They are set out in four guiding principles which are non-discrimination, this has been set as every child is valued no matter their family history, their capability, religion and their race. As a practitioner there should never be a case where a child is treated differently because of their differences, so it is important to create an inclusive environment for all children. The second one wants the best interest for the child, whenever there is a decision to be made the child must be the main priority and the decision is the most beneficial for the child. Next, every child has the right to additional support and be able to conduct themselves to their best ability. As a practitioner it is key to identify all available support they could access which can be healthcare, protected environments, nutrition and education setting. Finally, the child has the right for their views to be listened to and understood. They also need to be taken into consideration and be listened to if anything is not sitting right with the child. When in the practitioner role, gaining the honesty and safety net can help a child situation become a lot less stressful and bigger if it is caught early which can then reduce the even more dangerous risk for the child such as abuse or neglect. That is all down to creating a safe and inclusive environment for the children and providing all the additional support they may need (save the children, 2025)

In conclusion, professional practice is critical in any early years setting. It helps protect and support children in so many ways which can be from getting the correct education and care they need. Within this assignment there have been several ways that show the importance of how a practitioner sets their environment to protect the children. Also it shows how working with different agencies within different fields of work can all contribute to helping a child get what they need. Ultimately, a child can be supported and gain development in a selection of ways when in an early years setting and also have their welfare protected as well as feeling confident, valued and confident.

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