

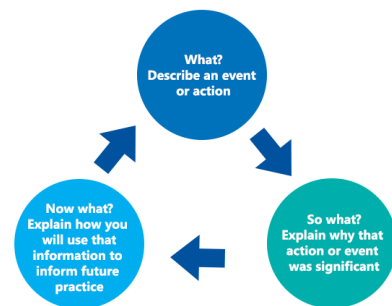
Objective	Actions (How will I achieve this objective/ what needs to be done?)	Resources (What support and resources are needed to achieve this objective?)	Target Date for achieving objective	Success criteria (How will I know I have achieved this goal, how will I review this?)
I would like to Strengthen my current knowledge of Cued Articulation, which is a speech and language technique that we touch on a little in the special resource base that I am currently working in. It has not been used much this year because we haven't had any children that have required the use of the system, however, we now have a child that has specific speech targets, and using the Cued Articulation technique will support them in achieving their individual goals.	I will be able to memorise all of the different hand gestures and sounds that are used in the Cued Articulation technique automatically without having to spend my time looking them up each and every time I need to use them.	I will spend time looking at and studying the pictures of the technique and I will also find some videos to watch on how to produce the hand gestures for each sound. I will also ask our speech therapist for any recommendations that will help me with my development of the Cued Articulation technique.	Each week I will choose up to four different sounds to study and practice until I can recite each one from memory.	I will be able to perform the movements automatically. It will help me to become more efficient when working with the children on their targets, as I will be spending less time looking up which hand gestures to use and more time on the targeted therapy that I will be carrying out. This will not only benefit me it will benefit the child I will be working with
To develop stronger organisational skills for myself	I will be more organised in my daily life, and this will help me complete tasks within appropriate time frames, and this will then enable me to manage my time much more effectively than I currently am doing	I will begin by applying some of the time management techniques that I discovered whilst researching my study skills assignment. I will start with buying a planner to look at weekly appointments and deadlines. I will also start making a daily to do list each morning before work.	I will reflect weekly to begin with on the techniques I am using and, if after three weeks I am making good progress, I will continue to monitor myself every four weeks.	This will help me become more productive, it will reduce stress, and create a more balanced approach to my work and personal commitments.

What is reflection and reflective practise? Reflective practice is a vital aspect of working with young children and enables a deeper understanding of their learning and development. It is the key to quality improvement and enables the early years practitioners to articulate and understand their own practice in greater depth, exploring some ways in which they can encouraged to engage Reflection is a process that enables you to develop a good perception of your professional practice by critically analysing its various aspects. Insights and lessons learned help maintain good practice and drive improvement for both professionals and the children in their care. Reflective practice can be carried out both positively and negatively. If positive you know that what you did worked well, and this will push you to continue to produce high quality work. If negative you can look at what went wrong and learn from the experience to improve and develop your practice going forward to gain a better outcome next time around. Reflection can be undertaken individually or with your team. To fully benefit from reflection, you need to use the best fit for yourself and your working environment.	Why is reflective practise important to EY practise? One of the biggest benefits of reflection is its impact on professionalism. Through reflecting on our practice, we become more aware, more in control, more able to see our strengths and development needs (Tarrant 2013) Practitioners in early years are at the very beginning of a child's education journey, reflecting on their practice will help to give themselves a deeper understanding of children's learning and development and how our practices are affecting and benefiting them. You need to see what is working well for the children and what is not working well, so you are able to adapt your processes accordingly. OECD research states that high-quality early childhood education is linked to children's development Rushton and Suter (2012) states that teachers who reflect on their practice take charge of their own personal development and not have it imposed onto them enabling them to develop their own professional judgement.
The theory of reflective practise:	

Gibbs' model



Driscoll's model



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

Gibbs' reflective cycle was created in 1998 by Graham Gibbs and is one of the most popular reflective cycles, which lead you through six stages (University of Edinburgh 2024) The Driscoll model of reflection is one of the simplest models you will come across. It was developed by Driscoll in 1994, 2004 and 2007 (NursingAnswers.net, 2018) Driscoll concentrated on three questions, what? So what? Now what? And by answering these questions you are able to evaluate and learn. Both models help you to reflect but while they are different to each other they do have similar stages. They both ask for a description, analysis and an action plan which is sufficient for reflective practice to be beneficial. Gibbs' model goes into more detail where he brings feelings into the mix which may be of some benefit for the right kind of reflection process such as an event. Gibb's model is a structured step by step guide to reflecting which can give you a deeper understanding. Compared to Gibbs, Driscoll's model is simpler, easy to use and memorise so may be used more as practitioners time is precious.

Conclusion

In conclusion, both Gibbs' Reflective Cycle and Driscoll's Model of Reflection provide valuable frameworks to support reflective practice and professional development. While Gibbs' model offers a more detailed and structured approach that seeks emotions and deeper analysis, Driscoll's model provides a straightforward and time efficient method based on three key questions. The choice of model often depends on the situation and the practitioner's preference Gibbs' may be more effective for reflecting on complex or emotional experiences, while Driscoll's simplicity makes it ideal for quick,

reflection in busy environments. Both models encourage critical thinking, self-awareness, and continuous improvement, which are essential for effective professional practice.

What is professional practise/ what is a professional

TALIS (2018) defines a professional as a person who applies their specialised knowledge to make judgments in their field, who works independently based on those judgments, and helps advance the shared knowledge of their chosen profession. As a professional practitioner you would be skilled, knowledgeable and committed to personal development and the development of the children in your care. Professional practice refers to the conduct, behaviour, and work carried out by someone within their professional role. It involves applying specialist knowledge, skills, and judgement to provide a high standard service. In education and childcare, professional practice means working responsibly, reflecting on your actions, maintaining confidentiality, promoting equality and inclusion, and continually developing your skills to improve outcomes for children in your care.

What values are important for a professional practitioner and why are values important to professional practise?

(Kudo and Hartley no date) states Social and emotional skills are vital for a holistic education and contribute to the children's academic achievement. Values support how practitioners behave, interact and make decisions (LSIB 2024) They create a positive environment where children feel safe and confident. It is important for professional practitioners to have values such as respect, compassion, empathy and integrity. I think these are some of the most important values to have when working professionally with children. Having respect for the children and treating them all as individuals will help to build positive relationships in and out of the classroom. When children learn to respect others, they are more likely to communicate effectively, cooperate, and collaborate with peers, teachers, and family. Conley (no date). Showing compassion and empathy helps children to feel valued in the classroom. It promotes a safe learning environment and strengthens the relationships between you, your colleagues and families. 'In a world where values often seem to blur, integrity stands as a pillar of strength and honesty. It is not just an abstract concept but a guiding principle that shapes who we are and how we interact with others'

(Teacher professional development, no date) demonstrating being fair and honest will help children to become trusted adults who are able to navigate life confidently and responsibly. Values help guide behaviour and foster an inclusive environment in the classroom as well as building trust between themselves and the children in their care, colleagues and parents.

Why is communication and relationships important to professional practice and meeting the needs of children?

Communication and relationships are important to professional practice and meeting the needs of children. Effective communication builds relationships. Children spend more time in school than anywhere else, and they are influenced by the practitioners who look after them. TTT (2003, quoted in Arthur, Davidson and Lewis 2005, p.69) states 'Pupils are more likely to learn if they recognise that their teachers value them as individuals and respond to them consistently. Pupils are more likely to treat others with respect and consideration if their teachers demonstrate such behaviour towards them' Effective communication helps children feel understood and respected and behaviour management is supported as children understand what is expected of them. It helps to create open and respectful relationship with families and promotes teamwork with colleagues.

Why is having an in-depth knowledge and understanding important to professional practice, including aspects of safeguarding?

'Learning is influenced by many factors: student family background, skills and motivation. But the single most important factor within schools is teaching and quality of teachers.' (OECD 2020) Practitioners having an in-depth knowledge and understanding of their field of work ensures that they provide quality teaching and care to the children in their setting. Understanding child development stages will help practitioners to monitor milestones and identify if a child needs additional support. 'Early identification and intervention are important to ensuring that children with developmental delays receive the support they need to reach their full potential' (Woffindin 2024) Childcare practitioners spend long periods of time with children daily, so children will feel safe enough with them to make a disclosure. They are also ideally positioned to be able to identify signs of abuse so understanding legislation such as the Children Act (2004) and Wales Safeguarding Procedures ensures that

practitioners know it is their duty to safeguard children and what the correct procedure is for raising any concerns they may have. Maintaining current knowledge through training and reflection ensures that practitioners provide safe, and effective care.

Why is partnership and multi-agency working important to professional practice?

Partnership and multi-agency working is important to professional practice because 'effective multi-agency engagement leads to better outcomes for children and families through a co-productive problem-solving approach' (Welsh government 2025) Children and their families will at some point in their lives have access to some type of service, whether it be children's services, health services or the police. Working in partnership with other services and sharing their expertise can help to further develop knowledge and skills, leading to better understanding and also help to overcome problems to gain better outcomes for children.

How does the observation and planning cycle inform professional practice and ensure practitioners are meeting the needs of children?

Practitioners understand that observation and planning are central to their professional practice as well as meeting the needs of children. Observations support planning and progression in learning and identifies a plan for their learning. It also provides evidence to help gain extra support to children who are not hitting milestones or developing their learning as expected. When you observe a child, you are assessing their progress and seeing how they develop which helps you to identify any learning needs of that child. 'Without observation, overall planning would simply be based on what we felt was important, fun or interesting (or all three), but it might not necessarily meet the needs of the children in our care'. 'Observations are perhaps the most powerful of all the methods we have available when working with children' (West Sussex County Council, 2021 p.5, P.6)

How do the principles of the UNCRC inform professional practice and why is this important?

The principles of the UNCRC inform professional practice as they outline the fundamental rights that all children should have. Article 3 states that children's best

interests are a top priority and we follow this by having a child-centred approach in their learning. By having things in place like a school council we are giving children a voice and letting them express their feelings, hitting Article 12. Article 28 and 29 declares children a right to education and education goals. Practitioners provide a safe learning environment for children to develop and progress to the best of their ability, individually and at their own pace. Every child has a right to play in Article 31 and as children learn through play practitioners ensure that children have rich learning experiences through play where they can discover and explore. (UNICEF 1992)

Conclusion

In conclusion, professional practice in childcare is more than just carrying out daily responsibilities. It is about demonstrating professionalism through knowledge, values, reflection, and commitment to continuous improvement and development. A professional practitioner uses their skills and judgement to provide the highest standard of care and education while maintaining ethical standards. Core values such as respect, empathy, compassion, and integrity underpin every aspect of practice, guiding how practitioners interact with children, families, and colleagues. Effective communication and positive relationships create safe, trusting environments where children can thrive and reach their potential. Having a deep understanding of child development and safeguarding legislation ensures that practitioners can identify and respond to children's needs effectively. Working collaboratively with other professionals through partnership and multi-agency approaches improves support and outcomes for children and their families. The observation and planning cycle enables practitioners to deliver individual learning experiences, while the principles of the UNCRC ensure that children's rights are respected and their voices are heard. Based on these facts Ultimately, professional practice is about ensuring that every child receives the best possible opportunities to learn and grow within a safe and supportive environment. Through continuous professional development, practitioners enhance their own practice and also provide to positive outcomes for the children in their care.

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