

Personal Development Plan - Julie Luckett 2315325

The thinking, knowledge, skills and behavior that I will change and develop in order to achieve my vision and goals. I will adhere to my values and become resilient as possible.

Business Wales (2023) provides guidance on preparing a PDP and identifies the importance of having individual goals.

No	Improvement and Development Goals	Criteria of Success	The selected actions I will take to achieve this	Timelines	What will this help me to achieve ?	Achievements (3 month review)
1	Address procrastination	Introduce a habitual lifestyle to achieve success.	Reintroduce the use of the treadmill and track my calorie intake through a calorie deficit.	A continuous lifestyle choice.	Limit my procrastination timeframes and allow more focus and clarity for my health and well-being. This is a long term goal.	To be updated accordingly.
2	Technology Skills (IT)	Confront the anxiety of possible failure through a positive framework of achievement.	Practice my skills through module preparation and assessment. Seek guidance from professional peers within my current setting. Request IT support training from UWTSD if required.	An on going development as I proceed within my professional and academic journey,	A more confident approach to technology concerns whether professionally or academically. Within my setting I have sought support from an IT coordinator.	To be updated accordingly.
3	Mental Health	Adhere to my current setting policies and address any	I will continue to support the mental health team I am part of along with being a	This is imperative for all future endeavors.	Prioritising my own mental wellbeing in order to support others especially those young individuals in my care who need	To be updated accordingly.

		individual concerns.	voice of contact within my current setting.		guidance. Moving forward I have held a brief conversation with the lead professional for the mental well-being team on how I will achieve this.	
4	Level 3 Math	Investigate the viability of proceeding forward with the next stage of my math journey.	Contacted ACT Training providers to discuss the costing and availability.	Dependent on the timetable allocation and being able to facilitate this.	Preparation for the possible academic journey of a PGCE once successful within my BA Honors Degree in Education and Care.	To be updated accordingly.

References

Business Wales (2023): *Personal Development Plan (PDP)...identify your training goals.*

(Accessed 26th October 2023)

<https://businesswales.gov.wales/farmingconnect/business/skills-and-training/personal-development-plan-pdp>

Introduction

Reflection and Reflective Practice in Early Years

Reflection in early years practice is when you are firsthand acknowledging the situation within the environment as it develops. This enables you to immediately witness what is visible and identify the strengths or shortcomings within that provision. Reflective in early years practice is the time away from the initial provision where you analyse lucidly what has taken place. The clearness of your conceptual understanding offers constructive guidance and criticism with how to move forward through modification. Important questions for reflection are: What? How? Who? When? Where?

(Harlett, Samuleson and Carlsson 2008) suggests that reflection begins when we take consideration of a child's individual concepts, understanding and how they adapt. To support them, we must think like them to provide an adequate early year's provision.

The Importance of Reflective Practice in Early Years.

It is imperative for an early year practitioner to be confident within their reflective practices. This embodies the belief that young children can facilitate all aspects of the curriculum. Early years practices are forever changing, and practitioners must adapt whilst being reflective and critical of their practices whilst adhering to the formality of the curriculum guidelines. All this whilst providing a nurturing environment that is enjoyable and differentiated to accommodate a child's individual needs. As a practitioner we must: Think/Learn/Action/Reflect on teaching practices to develop as a more improved practitioner/Practices are enjoyable and differentiated for children/Professional development throughout the practitioner journey/Critical, self-evaluation for reflective practices.

'Learning to become a truly reflective practitioner is like being a butterfly-the metamorphosis may hurt as new thinking requires change'

(Jones and Shelton, 2013) (P. 8).

The Theory of Reflection

Reflective practice is the knowledge to reflect on your own practical experiences whilst reflecting with a positive attitude towards one's personal practice. Along with this, it is paramount to be self-critical so that your reflective concepts move forward with adaptation to develop as a practitioner.

John Dewey's 'theory of inquiry' had an impact on Donald Schon and his early years of study. He believed his work should not be adhered to without being critical.

Donald Schon made an integral contribution towards the conceptual understanding of learning and the methodology of his practices of reflection and his reflection on-action. His theory encourages practitioners to ruminatively consider their own concepts and practices (Aubrey K, Riley A) (P. 182)

'Reflective practice is a dialogue of thinking and doing through which I become more skilful'. (Schon).(2022)

Together, Dewey and Schon believed that reflective practice is a viable alternative to technical concepts. Suggesting that a practitioner's knowledge, understanding, and expertise be the progression rather than the science. Nevertheless, Dewey still believed that a scientific approach was initially required within professional practice whereas Schon saw no position for science and that a practitioner's practice is knowledge.

'We don't learn through from experience, we learn from reflecting on the experience' (Dewey)

Analysis of Reflective Models Driscoll and Gibbs

Driscoll's model of reflection was developed in 1994 it was based primarily from Borton model which also focuses on three questions. He created it by comparing it with the experimental learning cycle. These questions can support reflection on an experienced situation. (Gladd, 2020).

Driscoll's reflective model has the concept of What? So what? Now what?

It has a simplicity that allows it to be easily remembered and utilised when required within any reflective practice. This model is not as referenced as other theorists, but it provides a more usable approach.

Gibb's model of reflection has a six-point criteria consideration where it gives a practitioner a more in-depth breakdown for their individual reflection. It allows a more analytical process of thinking.

To summarise, models can be as basic as Driscoll's or as in depth as Gibb's, but it depends on a practitioner's individual approach and conceptual understanding through their own professional practice whilst with their early year's children and setting.

References

Aubrey, K, Riley, A. (2019). *Understanding & Using Educational Theories*: 2nd EDITION, Sage Publishing: London

Brock, A. (2015). *The Early Years Reflective Practice Handbook*: Routledge: London and New York

(Accessed on 21st October 2023)

https://books.google.co.uk/books?id=Z2YKBAAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Dewey, J. (Quotation). Thinking Pathways: *ROUTINES FOR SELF-REFLECTION*

(Accessed on 22nd October 2013)

<https://thinkingpathwayz.weebly.com/routinesselfreflection.html>

Gladd, J. (2020) *John Driscoll's "what?" Cycle of reflection, Write What Matters*. MSL Academic Endeavors. Available at: (Accessed 27th October 2023)

<https://crowjack.com/blog/strategy/reflection-models/driscoll-model-of-reflection#:~:text=Since%20Driscoll's%20model%20of%20reflection,of%20care%20in%20the%20future.>

Hallett, E. (2013). (P. 31) as cited by Samuelson and Carlsson 2008: *the reflective early years Practitioner*, first published 2013: Sage publishing: London

Nursing Answers.net. (November 2018). *Driscoll's Model of Reflection*. (online).

(Accessed 21st October 2023)

<https://nursinganswers.net/reflective-guides/driscoll-model-of-reflection.php?vref=1>

Structural Learning. (Main, P) (9th May 2023). *Gibb's Reflective Cycle*. (online).

(Accessed 21st October 2023)

<https://www.structural-learning.com/post/gibbs-reflective-cycle>

Van Vliet, V. (2012). Donald Schön biography, quotes, and books. (Accessed on 26th October 2023). from Tools hero:

<https://www.toolshero.com/toolsheroes/donald-schon/>

Professional Practice

Professional practice is the application of knowledge that is an ever learning process of discovery whilst adhering to policies and structure of a setting. It encircles the values and principles of an individual's conceptual understanding while applying it to their daily practice. It is a guide for professional behavior that has professional expectations. This continues through the reflective and reflection pathway to improve in all aspects whilst being self critical. To fully comprehend the importance of professional practice and being professional you must have a clear knowledge of the values and principles that are expected. There is a requirement of the code of conduct.

As a professional practitioner there are many values required for the necessary criteria in order to adhere to this formal title of acknowledgement. The most important values are those that are considered the core values along with many other concepts that will come under this area of professionalism within the role as a professional practitioner.

Core values are respect, relationships, teamwork and social awareness.

Having empathy is having the ability to be empathetic. To imagine how others feel at a given time and display empathy is a quality that embodies you as a professional.

Showing respect is to appreciate and value the varying opinions of others whilst adhering to the formalities and guidelines of the provision. Other individual's perception is everything especially whilst communicating with other practitioners.

Displaying integrity is having a secure self moral compass with honesty, reliability and transparency throughout.

Accountability is showing that there is honesty, positivity and to take responsibility for the chosen actions within a professional setting. Communication is an integral part of teamwork whilst having to be respectful, clear and understanding during any communication. This enables a clear pathway to disseminate progression. Developing and adhering within teamwork demonstrates the participation and collaboration with other professional practitioners within a setting who strive to achieve results no matter how minuscule. Adhere to the expectations of the setting whilst supporting those included in the team.

Ethics allows the opportunity for professional development and progression. This aspect is where employers and colleagues value a professional's work ethic and professionalism towards them.

Effective communication is a pivotal role when establishing and maintaining strong, secure connections and understanding amongst individuals whilst meeting the commutative needs within professional practice especially as an early years practitioner. The sharing of information with professional peers is paramount for full disclosure so that the children's needs and any concerns are monitored and reported if that is deemed necessary under the safeguarding guidelines of the setting. This can be anything for educational progression, well-being concerns, individual education plans, behavioral concerns, parental or carer concerns including any external educational assessments.

(City Guilds) (2023) suggest that effective communication requires appropriate communicative skills such as listening, empathy and relating to others . To develop essential listening skills you must be able to pay close attention to what is being discussed. Responding in an appropriate manner will encourage an individual to feel secure within the verbal communication that is taking place. Retaining appropriate eye contact whilst responding with questioning shows an interest in the conversation. Non verbal communication is imperative here because this can settle an anxious child, parent, peer whilst discussing any topic of conversation.

Safeguarding is the proactive steps that we take towards keeping all the children who are within our care safe. This is our duty of care! To support this protocol there is an app for smart phone technology...Wales Safeguarding Procedures. The app gives at hand information and procedures.

Duty of care is the definition of safeguarding those from harm and to encourage well-being of those whom we are responsible for. There are certain permitted and legal obligations that settings must follow to protect children and adults alike from harm whilst in their care as a professional practitioner (NSPCC Learning) (2023)

Safeguarding is the procedure that needs to be adhered to within any provision for all those employed whether on a statutory or on a voluntary basis. This is applicable for all public sector employees such as education, social care, NHS, health care professionals, police or other practitioners working in Wales (Social Care Wales) (2023)

Within the current setting it has a designed policy for safeguarding and this is everyone's responsibility to follow within those guidelines. It has set out the protocols to adhere to. There is a hierarchy of individuals to report any concerns and they will respond in accordance with the formal guidelines set out. The children's welfare is paramount at all times.

Safeguarding can be very uncomfortable at times and a distressing situation for all those involved. Whether it is a child protection or a child abuse matter. It is imperative to remember that this may be sexual, physical, emotional or neglect. Any professional practitioner involved within this process should receive any necessary support.

Within the considerations of safeguarding and duty of care there is the pinnacle contribution of the multi-agency system that supports a professional practitioner during any concerns regarding children in their care.. They work across particular organisations in order to deliver services to children with multiple needs. Collaboration is required for all children who are offered a variety of support in a swift time frame, Multi-agency providers are about the response to a child/children who are deemed to have a variety of needs.

'Evidence shows that effective multi-agency working leads to positive outcomes for children. We found two different but related types of practices that comprise successful multi-agency working: those related to governance structures/mechanisms in services and those related to effective team working.' (Wales Centre for Public Policy 2021).

Principles of UNCRC - Rights of a Child is where Children have the right to be cared for and the right to be heard. Their voice in a way is their 'super power'. It can be the most impactful tool they have at such a young age that will make those around them listen, stop if necessary and participate in insightful conversations regarding their very own feelings and opinions. In 1989 The United Nations Convention (UNCRC) made history by creating the Rights of the Child. These fifty four articles altered the way in which the world saw children and how children now were to receive human rights as an individual and all that entails. Under these rights children have protection so that their well-being, mental health and importantly their dignity are acknowledged.

Wales is a respected country in response to these rights in relation to children, especially the 2020 Act of Abolition of

Defence of Reasonable Punishment for children in Wales. This act prohibits all types of physical punishment towards children. This act became law on 21st March 2022 (gov.wales).

There are four main principles within the rights of the child that have been identified by Wales within their information booklet.. The UNCRC states that within article two that all children have the right to be free from discrimination of any kind. Article three is where the best interests of the child are given paramount importance. Article six is for all children to have the right of survival and development. Article twelve is where a child's voice and opinion is vital for making and reviewing any decisions that may directly affect them.

Article twenty nine states that: 'You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment (UNCRC:Save the Children)

Within the setting this is adhered to through an immersion day for an individual pupil's voice in order to discover the pupil's concepts for the areas of learning. Enhancement is provided through differentiation and inclusion for all ALN children. This is followed throughout the setting in both Foundation and Key Stage two. The criteria of learning is devised from the four purposes areas of learning. These include ambitious, capable learners, ready to learn throughout their lives enterprising, creative contributors, ready to play a full part in life and work, ethical, informed citizens of Wales and the world, healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Observing children as a professional practitioner offers the opportunity to witness children interacting with one another along with those individual moments of personal play or task completion. Observations should be a vital role of the daily professional practice that takes place. A practitioner should gather information on the children's development and communicate with colleagues accordingly. This then allows the progression for planning and assessment.

All observations of children should be across the seven areas of learning. These are personal and social development, language, literacy and communication. Mathematics, the Welsh language, knowledge and understanding and physical development and being creative.

Data through observing and what is collated on a child's developmental progress and achievements should be gained through verbal communication with them too. This should run parallel within the various situations within the setting or provision.

Professional practitioners should listen to children within their verbal communications as well as observing them. As practitioners we can learn vital concepts from children by simply listening to what they have to say (Welsh Assembly Government). (P. 9).

Through the process of observing children there are times when a professional practitioner should intervene. This can be for a variety of reasons like, inappropriate interaction with others, frustration if support is not provided, health and safety concern, aggressive tendencies towards the resources and finally when the child/children want to include the professional practitioner within the role play or task.

Gauging a child's knowledge through observation can be achieved through the open and closed questioning format. Providing a closed question there is a direct focus expected as a response and an open question is where the expectation of a response would develop from, Who ? When ? Why ?. This will then allow the professional practitioner the opportunity to reflect and adapt their planning goals. This may require differentiation in order to extend a child's ability or taking consideration of any concerns that may be inhibiting their overall understanding.

In final consideration, I summarise that a professional practitioner is an individual who is held as an example to be inspirational for the children within their care. Modelling their values so that the children see positivity where they can observe whether this is through verbal or non verbal communication along with the practitioner's mannerisms. Being an early years professional entails showing a level of professional competency that is achieved initially through an academic journey as this then leads to the greater experience of knowledge.

Education Policy Institutes (2017) suggest that there is a high proportion of evidence that supports that high quality, early years practice has a lasting effect on the children involved but within society too.

References

City Guilds and WJEC cbac (2023). Effective communication: *Principles and Values of Children's Care, Play, Learning and Development (0 - 19 years of age)*
(Accessed October 2023)
University of Wales TrinitySt David: Moodle Resources

Early Years Analysis (2017). Developing the early years workforce: *What does the evidence tell us ?*
(Accessed 25th October 2023)
<https://epi.org.uk/publications-and-research/analysis-developing-early-years-workforce-evidence-tell-us/>

NSPCC Learning (2023). *Duty of care and safeguarding*: Last updated: 29 June 2023
(Accessed on 24th October 2023)
<https://learning.nspcc.org.uk/safeguarding-child-protection/duty-of-care-and-safeguarding>

Save the Children: *The United Nations Convention on the Rights of the Child*
(Accessed on 24th October 2023)
<https://www.savethechildren.org.uk/content/dam/global/reports/uncrc-child-friendly-version1.pdf>

Social Care Wales, (2023). *Wales Safeguarding Procedures*:
(Accessed on 24th October 2023)
<https://safeguarding.wales/en/int-i/int-i-i1/i1-p1/>

United Nations Convention of the Rights of the Child, (No date).
Children's Rights in Wales Booklet: *An introduction to the United Nations Convention on the Rights of the Child*
(Accessed on 24th October 2023)
<https://www.gov.wales/sites/default/files/publications/2021-11/introduction-to-the-united-nations-convention-on-the-rights-of-the-child.pdf>

Wales Centre for Public Policy (2021). Policy Briefing: *Multi-agency working and outcomes for children looked after: Evidence Review*

(Accessed 24th October 2023)

<https://www.wcpp.org.uk/wp-content/uploads/2021/09/Multi-agency-working-and-outcomes-for-children-looked-after-Evidence-review.pdf>

Welsh Government, (2022). *Physically punishing children becomes illegal in Wales*, (March 2022)

(Accessed October 2023)

[https://www.gov.wales/physically-punishing-children-becomes-illegal-wales#:~:text=Under%20the%20Children%20\(Abolition%20of,visitors%2C%20from%2021%20March%202022.](https://www.gov.wales/physically-punishing-children-becomes-illegal-wales#:~:text=Under%20the%20Children%20(Abolition%20of,visitors%2C%20from%2021%20March%202022.)

Welsh Assembly Government (2nd June 2008). (P. 9) *Observing Children*: Department for Children, Education, Lifelong Learning and Skills

(Accessed 25th October 2023)

<https://hwb.gov.wales/api/storage/74f7c7cc-d337-4fd0-9604-27b3d1a5746d/observing-children.pdf>