

I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Part 1 -

What do I know already?

Being a HLTA you have responsibilities within the workplace; you use your initiative and plan lessons for the children to get the best opportunities for the children and young people to develop to the best of their ability.

What have I learnt so far?

I have learnt that not all children learn the same and learn at the same pace. Some children like to learn through play, some children thrive through learning with visuals, some like to learn through reading and writing and some children are sensory and like to do and touch. All children learn at different paces.

What do I want to develop? I would like to develop my professional development by giving myself targets and goals to achieve, in the short term and work towards the long-term goal. I have recently become a HLTA in the last year, I'd like to develop myself further by doing this course – by doing courses online which will help my professional development which are compulsory in the workplace which are Radicalization, GDPR and VAWDASV. I also want to develop my knowledge of the outside area, go on courses to help with this which could help me develop our outside area in the workplace. The long-term goal is to become a teacher and do the PGCE.

Objective / Gwrthrychol	Actions (How will I achieve this objective/ what needs to be done?)	Resources (How will I achieve this objective/ what needs to be done?)	Target Date for achieving objective	Success criteria (How will I know I have achieved this goal; how will I review this?)
To complete online courses in work to help with my professional development which are Radicalization, GDPR and VAWDASV.	To achieve this, I will need to manage my time effectively to complete the courses necessary.	I will need a laptop to complete these. These courses are compulsory in the workplace every year as it enhances your knowledge.	Compulsory date November 2025.	Firstly, I would reflect on if I managed to all three of these online courses on the target date. Evaluate how it went, how long it took me to complete them and how I can do better the next time.
To learn more about the outdoor play and how it benefits the children.	To achieve this, I will need to build on my knowledge already	Create versatile spaces for the children and young people to thrive	April 2026.	Reflect on if the children have developed, what skills

	about outside play. Use the new curriculum about learning through play. Ask other members of staff about their knowledge of the outdoor area. Ask if courses are available to help with this such as Forest Schools.	in to ensure their needs are being met. Support the children and young people in the outdoor area. Involve the school council, what would they like to see. See what courses are available on outdoor areas.		have they developed. Review after every outdoor session, what went well and what can I improve/add onto the next session. Use reflective practice.
To work towards doing my PGCE in the future	For my long-term goal I would like to qualify to do my PGCE. Re-sit my Mathematics GSCE as I require a C grade or above.	To discuss with a career advisor on what are the best ways for myself to progress into being a qualified teacher. I will need to research for information such as funding and the requirements for the PGCE. I will need to	September 2028.	I will need to complete this degree by 2027. I will also need to apply and be accepted to do the PGCE course.

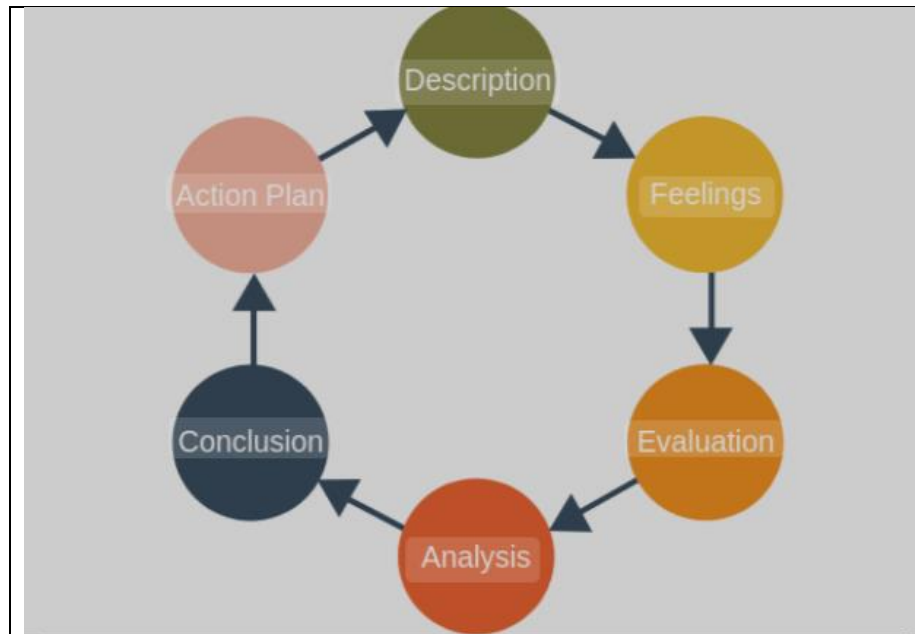
		research how I will re sit my Mathematics GSCE before beginning the PGCE.		
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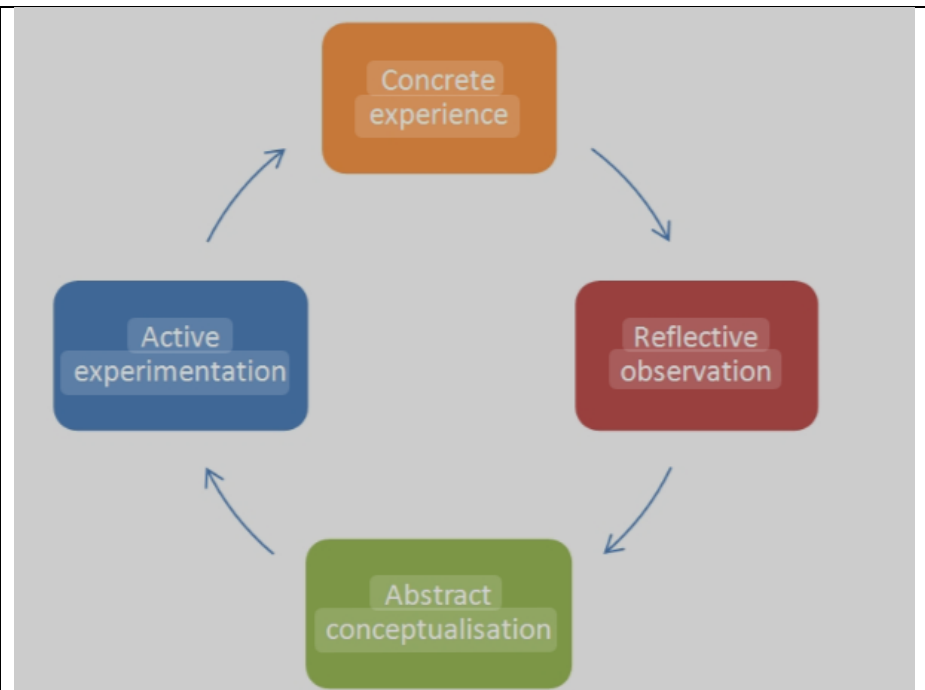
<u>What is reflection and reflective practice?</u> According to Brock (2015) Reflection and reflective practice are important principles for professionals and have a key role in their professional development. Brock (2015) suggests that reflective practice can be used for becoming a professional practitioner and meeting the professional standards. To improve on everyday practice, and to promote positive learning experiences for the children and young people to thrive in. Furthermore, Brock suggests that reflection and reflective practice help your professional development, to gain leadership, better knowledge and higher qualifications. Furthermore Hallet (2013) states that the purpose of reflection and reflective practice in the early years is to provide better quality and experiences for children and young people. She suggests that when practitioners engage in reflection and reflective practice, they improve on their practice as they make informed decisions about whether their lesson or work is effective or not and how they can make something better.	<u>Why is reflective practice important to EY practice?</u> Page (2013) suggests that reflective practice is important in the early years practice as it helps you through a difficult or a challenging period at work. Birth to matters (2021) suggest that the benefits of reflective practice in the early years is that it enables practitioners to develop an understanding of their own practice, this will help develop new knowledge, skills and help the children and young people to develop to the best of their ability and furthermore see the progress in the children. It suggests that it will help the practitioner in the early years practice to develop their ideas and improve the quality of care in the learning environment. Furthermore, it suggests that reflective practice in the early years practice helps the practitioner to become more constructive of their planning, activities they put out and consider what worked well and what did not (Birth to matters 2021).
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The theory of reflective practice

Schön (2016) reflective practice is based on reflection in action and on action. It provides an insight on reflection during a lesson and after a lesson. Schön(2016) suggests that his reflective model is useful in situations especially when teaching, where you need to think about different things when something is not going the way you have planned such as the children not enjoying the activity, you then will need to think on your feet. Furthermore, Schön's IN action, which is reflection as it happens, which he states that this is when you are thinking about it during the lesson or the activity, deciding how or when to act and acting immediately if something is not working. Schön's on action, is something that happens afterwards. Reflection on something that has happened during the lesson or activity. What happened during it and would we do it differently the next time and what information have we gained for example how did the children and young people respond to the lesson/activity. Herbert (2015) article about John Dewey states that his reflective practice is careful consideration, active and persistent. He suggests that Dewey's reflective practice is questioning the meaning of a certain situation and why things are the way they are and how in the future they can be done differently with direct actions and asking ourselves what is going on. He believes that his reflective practice is more careful and focused, as it centres on one activity or lesson. Furthermore, Dewey's reflective model is carried out to help with understanding the issue. Dewey believes that it enables us to help with activities or lessons and to plan accordingly, it helps to act deliberate in certain situation and become more in demand of what is lacking.



Source: Expert Programmangement (2019)



Source: Nicole Brown (No date)

Analysis of models

Gibb's (1988) reflective model shows six stages of the reflective cycle. It provides us with a structured framework for reflection. At the start Gibbs begins with what is being reflected on, as in a description of what have you done, could be a lesson or an activity. It then moves on to focus your feelings on the lesson/activity, during it and after it. The next step is evaluating the lesson/activity, what went well, what was good or bad about the situation from our point of view. In the next stage Analysis, we can then move on and use the evaluation to analyse the experience of the lesson/activity to try and make sense of it. The analysis will then lead further to the conclusion about the other stages of the reflective cycle which we can then take in order to reach a different outcome, that is if there needs any. The last stage, which is action plan, involves building on the steps and how we can improve for when we do something similar in the future Gibb's (1988).

Kolbs (1984) reflective model shows four stages of the reflective cycle. The purpose of this model focuses on the learning through experiences which could be lessons and activities in the early years. This model is in place to help develop the understandings through the experiences you have with each step. The model shows that we start with experience, which could be a lesson or an activity in a workplace. Reflective observation is the next step which helps us reflect on our experience within the lesson or activity and taking simple notes about the situation. After doing this we start to develop new ideas to help in the future, such as things that went well and things that went bad that we have noted down and we can develop them. The last stage shows us how to apply our new ideas into the different lessons or activities. Kolb's learning cycle shows us the results of the experiences that we are reflecting on, it could show us that something did not work, and it could show us something that worked well. It shows us that each step is important as it identifies new information and reflective methods Kolbs (1984).

Conclusion

In conclusion to these models the two models are similar and quite different in ways. Gibb's model is more detailed and thorough, and it is a step-by-step process to reflect on concrete experience within the workplace which can be learning through experiences.

Furthermore, Kolb's model is a shorter reflective cycle. It is a reflective model that helps to dive further into the experiences we are reflecting on. Kolb's reflective model shows how learning happens.

Part 3 -

According to Allen, Whalley and Roberts (2021) Professional practice refers to the conduct, skills, and standards expected of young people and adults in a professional role. When working with children and young people, a professional is someone who is ethical, qualified and committed to promoting the development, well-being and the rights of every child and young person. She suggests that it involves creating a safe environment for every child and young person and building positive relationships with families and carers. McFarlane-Edmond & Withers (2020) states that a professional includes early years practitioners, teachers, social workers, and healthcare professionals. Professionals must show proficiency, integrity and a child-centered approach, ensuring that their actions show support and inclusivity for individualized care and education.

University of Braford (2025) suggests that values are an important quality to have in professional practice. They state that reliability, honesty, and consistency are the key aspects of values. They suggest that communication, professionalism, and reliability are very important when working with children and young people. When thinking about why these values are important in professional practice, it takes you back to reflect on why your values are important to you. They are important as they guide you to make decisions yourself and reflect on them; it builds trust within the workplace and with colleagues and children and young people.

According to Hopps (2014), communication and relationships are important to professional practice as it helps children and young people to develop positively whilst still making that positive relationship with parents and carers. It is a way of building on children and young people's learning and identifying their needs and interests whether that is at the start of school or when children move up to different classes, furthermore this develops a strong relationship with the parents and carers of the children. Good communication results in positive relationships between colleagues; this will further help adults identify their teaching based on the child's knowledge. Hopps (2014) also suggests that you identify the child's knowledge by communicating with the child and young person and building that positive relationship to find out their interests. She suggests that communication is a vital part of professional practice as it builds relationships with outside agencies such as health visitors, social workers etc, by communicating with outside agencies you are meeting the needs of the child as you are then working together to ensure the child/young person's needs are being met fully.

Having in-depth knowledge and understanding is important to professional practice as it enables the person to make informed decisions and the ability to identify safeguarding issues. It helps the professional to understand a child/young person's life complete view that prevents harm, maintains the rights of the child, and ensures the child and young person are getting the support and intervention needed. Social care Wales (2025) states safeguarding is in place to help professionals protect children at risk from any harm, abuse and neglect. Not having in-depth knowledge in a professional practice can lead to mistakes being made and things slipping under the radar, which could then lead to harm. It ensures professionals provide the highest quality of care for the best

interest of the child. Having an in-depth knowledge helps identify that there are children and young people that need help and having that in-depth knowledge also identifies when those children need to be supported.

The Welsh Government (2025) states that partnerships and multi-agency work are important to professional practice as it leads to better outcomes for children, young people, parents, and carers as it shows co-productive problem solving. The main agencies as stated by the Welsh government are social services, health visitors, and police. The Welsh government suggests that partnership working has evolved in the last few years, with these helping children, families and professionals in the workplace, they also suggest when it does not work well it increases workloads for the professionals and shows frustration. The multi-agency practice involves separate agencies/partnerships coming together to ensure reliable, accessible, and consistent care is provided for children and young people. The social services and well-being act (Wales 2014) states the purpose of partnerships between professionals is to improve outcomes and well-being of children and young people to ensure they have the best possible care and support.

The Observation, assessment and planning cycle is a part of the professional practice according to Birth to matters (2021). The OAP makes informed decisions about the child's development, learning, and progress to make the best decisions about the child and young person. The OAP cycle is a reflective process which takes into consideration the child's development and how to support individual children and young people through effective practice. It allows practitioners to use their knowledge, skills and evidence gathered from the OAP cycle to reflect on the education the children and young people receive and how to improve for the next time. Birth to matters (2021) states that observation is an essential professional skill; it is used in everyday professional practice in the EYFS. It enables us to understand and recognize how a child develops, learns, and progresses. The OAP cycle is also essential when building positive relationships with children and young people as it helps to identify what makes the children work, who they are as a person, and what influences they have in their lives. Furthermore, Birth to matters (2021) explains the cycle that shows us

what observations shows us about the child which could include the family, culture and community as well as their development and learning and how we provide the support and their progress by following the curriculum.

The principles within the United Nations convention rights of a child UNICEF (2019) are non-discrimination, best interests of the child, the right to life and survival and development, and the right to be listened to too. It provides a framework for how the government should protect, respect and fulfil all children and young people's rights, ensuring that they are safe and healthy. Within these, there are 45 articles from the UNCRC. All these rights apply to all children and young people without any exception. It is an obligation to protect children from any form of harm and discrimination. UNCRC provides a framework for how to implement the articles into your professional practice. Looking at the articles, it is important as it ensures that all actions are legally child-centered; this contributes to the protection of children and young people's rights and also contributes to their development. Non-discrimination (Article 2) professionals in school must ensure that all children, no matter what their background is, have equal opportunities. The best interests of the child (Article 3) state that all decisions could have an effect on children, which means that practitioners need to take this into consideration. Professionals must take their time to assess how their actions have an impact on a child or a young person and ensure that the professional prioritizes what is best for them. The right to life, survival and development (Article 6) states that professionals must strive to ensure that the child and young person's basic needs are being met to the best of their ability. This includes development aspects such as supporting their physical, social, spiritual, mental, and moral development. The rights to have their view heard (Article 12) states that professionals must give opportunities to communicate their views, and professionals must take them seriously and listen and value their different opinions and perspectives. These are all important to professional practice as it shows the principles that are being established when working with children and young people and provides a clear and ethical framework for the professionals within the workplace. It ensures accountability to hold outside agencies accountable for how they are using children's rights. It empowers children and young people, helps them develop decision making skills and basic skills necessary for everyday life, UNICEF (2019).

To conclude this assignment, the professional practice/practitioner ties into all the points that have been made above. It shows how effective communication is within a workplace environment and how important it is to develop a partnership with multi-agencies to ensure that we protect and safeguard all children and young people by also remembering the UNCRC. It highlights the importance of having in-depth knowledge of the workplace as it enables confident decision making, shows your knowledge of the laws and policies within your workplace, and develops appropriate responses to certain situations. It develops understanding and recognition to act on concerns and in the future helps to safeguard and protect children and young people from harm. It has shown that if a professional does not show in-depth knowledge in the workplace, certain things may occur without their knowledge which puts the child at risk. It shows how important it is to use the OAP cycle within your practice as it highlights the importance of a child's development and how it can help a professional to identify and support a child's needs. Furthermore, it has defined the importance of the principles within the UNCRC and how they tie in with multi-agency work and the best interests of the child/young person.

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