

What do I know already: I have worked in an early year setting since I have been qualified with a my level 3 diploma in child care and education in May 2009. I have had many roles over the years in the setting from room assistant, After school club leader, foundation phases leader in my current setting and in a cylch setting too, one to one, and the position that I am currently doing over 2 room leader which make me the person in charge with CIW. So I have worked with a wide range of ages and abilities. I have also worked closely with parents and carers. I have worked freelance doing various play workshops from going into school to run the workshops and having them been open all family. I have good knowledge and understanding of child development and their needs with loads of experience. I have all the mandatory training that need for an early year setting and Just recently completed level 3 in paediatric first aid course. Also been trained in the foundation Phases but not been trained in the new curriculum.
What do I want to develop : I would like develop more of a understanding and knowledge of the new curriculum and the theory behind it by doing my university course. I would also like to complete level 3 in safeguarding and more training about child with behavioural and learning difficulty needs. I also like to complete a level 3 in forest school training.

What knowledge and skills do I need To develop?	What do I want/need to achieve and what difference this makes?	What support will I needed ?	What are my target dates?	How will I know that I have achieved the outcomes that I want/need?
Complete level 3 in safeguarding .	Through university in the study week or could ask manager at work to but through the training. This we give me more knowledge in safeguarding which is really important in in my role.	Planning life balance and time monuments.	Jan 2024	Having a Certificate We also keep this up to date yearly to follow the new guidance.
Complete my degree in BA2 Early Years Education and Care: Early Years Practitioner Status in university	Attend lectures in university and complete assignment on time. This will give me more of a understanding a knowledge in early year education and give me more confident to be a early year manger or special education needs teacher.	Support with my dyslexia from the disability adviser team. Planning Life balancing and time managing . Have good research materials.	2025	Graduating and having a certificate . having more knowledge and big understanding in the subject .
Complete training on challenging behaviours and leaning difficulty	Contact manger through work to find the training. This will give more strategy to deal with challenging behaviour and having confident to put the strategy in place in the setting.	Having finance to do the training. Finding the training and have the time to do it	On going	Have a certificate and more knowledge in the subject.

Part one my personal development plan

Part 2 the importance of reflective practices.

What is reflection and reflective practise

Reflection is someone who look back at their whole of their practise for example their planning activists and the learning environment and contemplate what work well and what does not work well in their setting(Birthto5matters, 2021).

Hallet (2013)states that reflection is a process for early year practitioners to development more of an understanding , knowledge and self -improvement of an early year settings which in entails decision making whether their early year setting environment is working will for the child and activities are successful or not this will help providing a better leaning outcome and experience for children. Reed and canning (2010) Wenger talk about reflection as a 'sense a never-ending leaning journey' entail personal and professional standard. A thinking process that develops a personal responsibility to their practise.

Why is reflective practice important in early year practise

Reflective practise is very important in early years practises because it gives practitioners a better understanding of their own practice it. improve the learning environment for children to be safe and learn . It get practises to think about their children development needs and give them the best learning outcome. It give more confidence for practitioners in their own practise and improves the standard of care and education that given in their practise(Birthto5matters, 2021). (Gunning,2022) says we become better practitioners when we reflect on our own practices we self-improve and develop our knowledge and our understanding. Pacy, (2016) states that reflection is important piece of early year practice it benefit the children in the setting and their parent and carers. We help personally professionally. Reflective practice support early practitioners to maintain and continually improve this will achieve better outcome for children make sour that children individual needs are met. This will also benefit parent and careers in feeling confident with the setting and that the high quality of care is constantly improving. Reflection will help the setting have clear outcomes and evidence for their setting improvement plan for CIW or Estyn .

The theory of reflective practise:

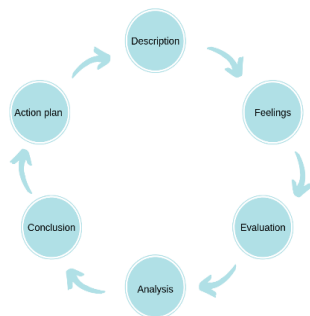
John Dewey stress the importance on reflection in practise thought and saw it as part of a cycle which helps practitioners to learn from their practice and practical knowledge.(Iriss ,2007-2017) he also said that reflection is not recalling event that reflection is a learning circumstance he also said that 'reflection could be really useful for making sense of a situation or event that we found puzzling or hard to explain'(Soton ,no date). he singled out two different types of action 'routine action ' and reflective action' Built on Dewey theory Donals Schön theory of reflection come in two part reflection in action is when a practitioners actin in action to an event or activity that not going to plan so they can change their approach for example a child playing with a ball trying to through into a basket but keeps missing the basket and the practitioner can see that the child is getting really frustrated and losing interest so the practitioner will action in action by moving the basket nearer to the child to making it easier for the child to through the ball in. (open learn(no date). The second part is reflection on action this when you look back on the action of the event or activity that has happened and evaluate in more detail in what the root of the circumstances and what choses were there and why that chose got chosen not another(open learn, no date).



(source: reflective writing :ERA,2023)

ERA Cycle is one for the most straight forward models it has three action experience which can be positive or negative which linked to work ,reflection on what happed and evaluate , taking action what has been done as outcome for this experience. Practitioner could to this cycle thinking on their feet when in the moment of an experience.(University of Cambridge ,no Date). This model is approachable because anyone can link day to day life experience with it (models of reflection you can use 2023). One of the disadvantage to this models this that it is too straight for word and it more for getting practitioners stated on doing reflective practise (Sewell,2017)

Gibbs reflective cycle



(source: university of Cambridge, no date)

Gibbs reflective cycle is not as straight forward as the ERA models it has six stage to process of reflective. It start Description with an event or an experience that been reflective on .the next step is feeling this help to draw attention about the event or experience that has happened. The third step is evaluation looking at the event or experience and assessing what went well and what did not go well. The four step is analysis examine the event or experience that has happened to understand it better. The five step is conclusion the event or experience to help with the last step action plans to put step in place to help to improve with next time is happens or to stop is from happing again. (university of Cambridge ,no date) the disadvantage to the model is that it need to be in more depth and dose work in all situation(reflective writing :Gibbs,2023). Some pros to Gibbs reflective cycle that is easy to follow and can be done as a group it a good guideline to begin on reflect in practice(university of Cambridge ,no date)

Conclusion

Reflection and reflective practise is good practice and a vital , essential part of any early year setting . which make all children the centre of the practitioners focus to get the best learning outcome for each child. If practitioner do not reflective they want grow and improve their setting. It also make all staff to community with each other ,share knowledge and experience which helps everyone grow. Using the reflective cycle is a good why for all practitioner to stay focus and make sure they get the best outcome.

Part 3

According to the Cambridge dictionary a professional is someone 'who has a job that needs high level of education and training ' it also states that a professional someone that has practise in the same high skilled job for many year and has great knowledge and understanding of the role(Cambridge dictionary, no date). Highlights by Perez,(2019) all professional have a particular skills and knowledge with a moral worth. That make them understand what knowledge and responsibilities are needed to work in that profession. According to(Scholars community ,no date) professional practice a team of practices who have the some vision and values in an area of profession. Work cooperatively as a part of a team to get the best results for their practices.

(Pawell,2010) outline the values that need to work in early years profession honest liking interest in children and their development. having a good partnership's with parent and having good communication skills with children . being patience and professional at all times, being confident at all times . having a care and understanding nature. Been able to work will with both children , parents and care. Been able to work as part of a team effectively . Being able and willing to better themselves. Been able to play and having a sense of fun. (The General Teaching Council for Scotland, 2021) highlight that values help early year works to model a way of being as education professionals. Encourage and help practitioners to see the bigger picture. Values also help to look after and develop the child holistic needs. Give early year worker more of a understanding of their combine role working with wide range of partners. Be aware of and recognise that practitioners can make safeguarding young people and where required change their lives. Following these values help become and be a better early year practitioner. (Brock,2012) did research over six years in two phase recognizing and collaborating professional knowledge of a group of early years works making a 'typology' of professionalism this has seven values of early year professionalism they are knowledge through study of child development and experience of working with children and their families .knowing and following policy and put into practice , Qualification obtain through working with children and training in curriculum. having a high education knowledge and professional development , Skills following and planning out curriculum through play. Observing and assessing children development and working as part of a team with different professions. Having good communion skills with families and colleagues ,

Autonomy been able to play and teach each child to their educational needs ,Values having the similar values as colleagues and other professionals learn through play and sharing knowledge of education and experience with others ,Ethics having good values regarding children education and care and having a high level responsibility in a professional role to the children and families. Reward enjoyment with working with children and being valued and acknowledged for the it.

(Dunhill.2009) highlights that Communication is a two-way process which is verbal or non-verbal that entails listening, questions and paraphrasing alongside understanding ,recognising and using body language these skills are important to build a relationship with children parent and carers. Quoted by (Dunhill,2009) 'Good communication is the central to work with children, young people, their families and carers. It is a fundamental part of the common care . it involves listing questioning , understanding and responding to what id being communicated by children ,young people and those caring for them' The important in early years to have the ability to communicate with loads of different professionals and parents and carers. Effective communicating entails listening and understanding. Responding to other when communicate keeping eye contact to maintain the conversation. Body language like facial expressions this well help practitioner look more friendly and approachable. effective communication,(2023) in Ireland their curriculum has communicating ,exploring and thinking has part of there outcomes. they state the importance of communication is a part of oral language and it giving a children a voice by letting them share experiences though ideas and feelings with other. (Hayes and Ronney,(2017) all thou communication is really important they can be barriers for example language barriers is when two people do not speak the same language, on-verbal communication differences how to overcome this barriers by speaking clear and using basic language and listen actively to what with other person is saying.(Clearinfo,no date) . in the relationship with children it highlight (2016) the importance of practitioners to building a good relationship with children it set them up for life given them the foundation to learn ,play and explore it make children feel at easy and gives them confidence to fulfil their development needs.

Early year practitioners need a great knowledge and understanding of children development so they can support and encourage children holistic development. Have a great understand on how children learn and the step of development Barber,(2019) as it state in The effective provision of pre-school education (EPPE) project ,(2004) says that early year practice that have higher qualification have more of a understanding and knowledge in the profession make children have more progress in the

education. As it says in the UNCRC(no date) article 29 children have the right to be the best they can be. Education must help their development, skills and talent to the full.

NSPCC,(2023) state safeguarding and child protection is an act that is taken to promote the welfare of children and event and protect them for harm. All practice have a safeguarding policies and procedures to make sure that every child has a right protect from harm. Have this policies and procedures mean that children are safe from people other children that might want to course them harm. Multi-agency work is all different agencies and practitioner working together to support and get the best for children and their families. As it says in UNCRC(no date) Artcile3 adults should always do what beast of the child .

Observation fundament part in the early year practice. Thought observing child when playing it gives practitioners know where the child development it at and can also point out any additional needs. It help early year workers to follow the child interests which will engage their learning and make progress .Education Wales, (2022). As is says in the UNCRC(no date) Article12 children have the right to be listened to and taken seriously this can be shown the observation.

Conclusion

To have the best practise you need staff the have highly qualified and knowledge in early year which are able to communicate effectively with other staff and multi-agency and are able to put the children at the heart of the practise. Setting that are constantly evaluating are keeping up to date with legislation, safeguarding and the curriculum are working in good practice to reach the need of every child.

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