Student code- 2521446
Module code- ECEY4009
Word count- 3075
I confirm that I have not used any AI tools in the research and creation of assignments. I confirm I have not presented any AI generator materials as my own work. I confirm I have copies of my draft, notes and other resources I used which I may be asked to provide in evidence.

Part 1 (500words)

Personal Development Plan

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

	Improvement and Development Goals	**Action (how will i achieve this objective / what needs to be done)**	**Resources (what support and resources are needed to achieve this objective?**	**Timelines**	**Success Criteria**
1 (short term)	Pass this module (Short term goal)	Made sure i understand the success criteria and made sure I've read through and are aware of the marking criteria	Look at the moodle reading page to identify the appropriate resources i need to answer the relevant	I need to achieve this by the 17th of may	(How I will know when I have made this change) I will receive my results on turnitin

			question as all the information needed to pass is in those resources		
2(medium term)	Improve my assignment writing (medium term goal)	Structuring work clearly based on structures provided by teachers, using key terms, and acting on teacher feedback	Moodle page and assignment tile where resources can be found including the structure and assignment brief	Achieve this by the end of next term and reassess	I will achieve better grades for my assignment writing based on marking criteria and see feedback on turnitin
3(long term)	I want to have a good understanding of important topics, such as the EYFS framework, and gain the knowledge, skills, and self-confidence required to work together with children (long term goal)	Research key topics in my spare time and concentrate on one key topic at a time to make sure I understand in detail before i move onto a new topic I will also carry out placement in a nursery and carry out tasks individually as well as group work to improve my confidence when working with children	Using sources found on moodle and library resources to assist with research I will speak with peers and lecturers and practitioners in a setting	I want to understand important areas of study after each 4 week module block but i want to complete the 3 years study with a good overall knowledge of key topics relating to the degree	I will achieve good marks in assignments and complete the degree with a positive outcome result

Part 2 (1000 words)

REFLECTIVE PRACTISE

In the early years

(Parenta (2025)

"Reflection could be considered a synonym for 'thought process'" Self-evaluation or self-evaluation of practice and ability at a certain moment and in a specific scenario is a component of reflection. It means looking for lessons to be learned from reflection, working toward a better understanding, and finally identifying future developmental needs (Hayes, C. *et al.* (2026)

What is reflective and reflection practice?

A "reflective practitioner" is someone who evaluates what went well and what didn't in their practitioner role, in their planning, activities, and the environment that the children are learning. This helps practitioners to stay consistent and improve their learning environment by evaluating everything they do. (birthto5matters, 2021).

Why is reflective practise important to early years practise?

Reflective practice is a crucial part of early childhood education and a valuable tool for personal growth. Reflective practice is a process of self- assessment and development which is ongoing. This helps practitioners understand the advantages and disadvantages, and make well-informed decisions. It is so important to understand and reflect on what went well and what didn't. (showcase training, 2023)

Why is reflective practice important in the early years?

- It provides a thorough, adaptable understanding of every child's individual requirements, interests, and stages of development (showcasetraining, 2023).
- It changes practitioners from being reactive to responsive, creating stronger, more stable bonds with children, families, and colleagues (showcasetraining, 2023).
- Practitioners can create a more encouraging and inclusive learning environment by reflecting on each child's needs and interests (eyworks, 2025)

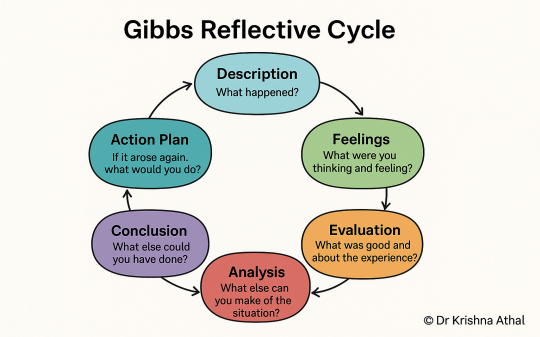
- Every child in the early years setting benefits from this continuous process of reflection and adaptation, which ensures that the learning opportunities provided are both important and beneficial (eyworks, 2025)

How can practitioners reflect?

- Evaluate what has been observed, understood, and expected when it comes to the learning environment and the growth of the children.
- Start with the OAP cycle and think critically about how these learning opportunities have benefited both practitioners and the children.
- ‘Observe, evaluate, listen, and discuss the children's learning and growth with other practitioners using the "take a step back" method’ (birthto5matters, nd)

Analysis of different reflective models

Gibbs Reflective Cycle



(DrKrishnaAthal, 2025)

A six-phase framework called Gibbs' Reflective Cycle (1988) was created to organise learning from events and encourage reflection and professional development.

Description - A short overview of what happened, including who was involved, what happened, when and where it happened, and how it turned out(simplyphyscology, 2025)

.

Feelings: What emotions were personally felt and what emotion did others feel. Understand that feelings can impact behaviour(simplyphyscology, 2025)

.

Evaluation: Identify what went well and what didn't. Look at the situation's advantages and disadvantages, but provide no explanation as to why they happened(simplyphyscology, 2025)

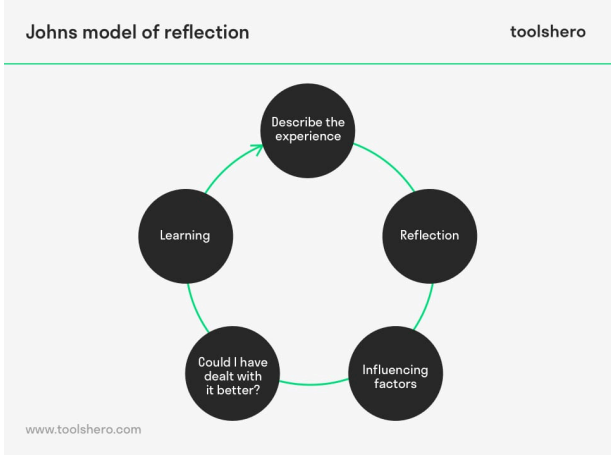
.

Analysis: Look at the reasons for the positive and negative outcomes(simplyphyscology, 2025)

.

Conclusion: What were the key outcomes from the event (simplyphyscology, 2025).

Action plan: The final step is the action plan, which puts the knowledge learned from the stages (Description, Feelings, Evaluation, Analysis, Conclusion) into actions for future growth (dynamictraining, nd).



Johns model of reflection

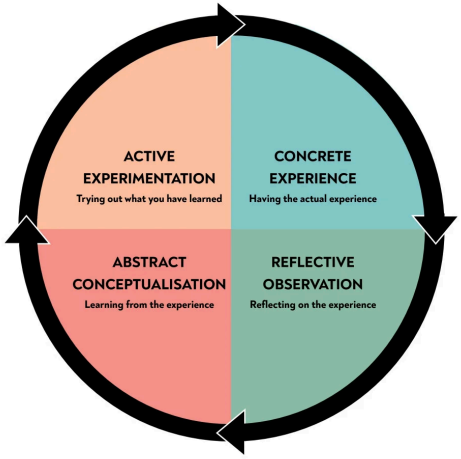
(Toolshero, 2024)

Johns' Model of Structured Reflection (MSR) is an in-depth structure made to assist practitioners, including practitioners in early childhood education (Toolshero, 2024)

1. **Description of the experience:** This means describing the event, the activities, and the situations.
2. **Reflection:** begin to think about self.
3. **Influencing factors**: These factors provide more context for the circumstance.
4. **Contextual Factors**: How the circumstances could have been handled more skilfully.
5. **Learning**: Evaluate the lessons that can be taken away from the experience (locusassignments, 2025)

Instead of summarising the events, it promotes in-depth reflection.
It makes it easier to comprehend the "why" behind feelings and behaviours.
It connects learning with real-world experience (bdng, 2016)

Kolb's model



(simplyphyscology, 2025)

Learning is an ongoing, experience-based process. The four connected stages of the model let students analyse events and apply what they've learned to new circumstances.

Kolb's experiential learning cycle includes four stages:
Concrete Experience: The cycle's beginning. In the classroom, at work, or at a training session, participation in a certain experience.

Reflective Observation: Take a moment to consider what happened. What did you notice? What caught attention? What feelings or responses occurred ?

Abstract Conceptualisation: Developing concepts or coming to conclusions. What does this experience teach? In what way does it relate to theory orl values?

Active Experimentation: The final stage is using the knowledge to guide future decisions. What is going to be done differently? (schoolofacademics, 2025)

The developmental theories of Jean Piaget and the educational theories of John Dewey, both emphasised the importance of involvement in learning, have a big impactare on Kolb's model (simplyphyscology, 2025).

What is reflection theory?

Reflection is a vital skill for success and is more than just looking back. It helps to develop personally and professionally, learn from experience, and identify, assess, and communicate the other skills that are being developed. As a result, reflection is essential to the organising and carrying out of successful teaching and learning (McCabe, G, Thegill-Madsen, T, 2024)

Part 3 written essay (1500 words)

Recognise and analyse the significance of different aspects of professional practise and why are these important in meeting the individual and inclusive needs of children?

Introduction- To effectively meet the unique and inclusive needs of every child, it is very important to identify and analyse different areas of professional practice. Good partnership working, careful observation, planning, and safeguarding are key components of high-quality early years practice, and they are

all motivated by a good understanding of child development. By successfully using each aspect, professionals can support the individual growth of every child, remove obstacles to education, and develop a setting where every child thrives(tapestryeducation, 2026).

Professional practice, often known as "Standards of Practice," is how people act and behave in their workplace. It involves ethics, critical thinking, and relationships with others. Professionals use their skills and knowledge in practical settings (GISCI, 2023). The way a person carries out their work while complying to the standards, ethics, and responsibilities of their profession is known as professional practice. The term "professional practice" describes how an individual uses their abilities in practical settings, including their actions, choices, and methods of working. It means following regulations and values, being trustworthy and accountable, communicating effectively, and maintaining a high standard of excellence (J. Higgs, 2013). A professional is a person who works in a paid, specialised field that requires thorough training or expertise. It characterises a person who behaves professionally, effectively, and ethically as well as being qualified, knowledgeable, and skilled (Cambridge dictionary, 2026). Honesty, integrity, respect, responsibility, fairness, and confidentiality are crucial values for a professional practitioner. A person's behaviour in their role and how they treat others are guided by these values. Respect guarantees that people are treated with dignity, while honesty and integrity contribute to the development of trust. Confidentiality aids in safeguarding sensitive data, and responsibility involves taking accountability for their actions (careersincare, 2026). CIPD (2025) suggests that values are important because they build confidence, guarantee high standards of work, and assist professionals in making the best choices.

In professional practice, relationships and communication are important, especially when working with children, as they help practitioners to recognise and meet each child's unique needs. It is important that individuals work with other adults in an early years setting, such as the teachers and nursery assistants and any necessary local agencies, to gather their views and observations to be able to create a thorough overview of the child. These views and observations should inform the assessments of a child and assist practitioners in making personal and educated conclusions about the child (Gov, 2021). “Research shows that good interactions between adults and children make a big difference to how well communication and language skills develop. Children benefit from being with responsive and enthusiastic adults who show interest in talking with them” (Gov.uk, 2025). Relationships between professionals and children are important as social connections and engaged adults are vital for positive interactions and conversations. Children's communication can be supported by listening, asking questions, repeating, developing, changing, and understanding nonverbal cues (Gov.uk, 2025). Strong safeguard regulations and extensive training allow early childhood practitioners to quickly recognise abuse signs, such as unexpected behavioural changes or physical signs, and to report concerns in compliance with set guidelines. While NSPCC guidelines help staff act confidently to protect children,

following the EYFS framework's legal wellbeing criteria guarantees that settings in England have strong processes to promote child safety. “In Wales, the National minimum standards for regulated childcare sets out the standard of care childcare and play work providers must meet to look after children under 12, including safeguarding, nurture and wellbeing.7” (NSPCC, 2026). Additionally, by understanding child growth, professionals can recognise any delays or extra needs and offer appropriate support. Professional practice guarantees that legal obligations are met, and helps in the development of a secure, nurturing environment where children can grow and learn (Gov.uk, 2023).

Partnership and multi-agency working is important to professional practice because they guarantee that children receive the best support possible in all areas of their development and welfare. Practitioners may share important information and develop a greater understanding of each child's needs by working closely with parents, carers, and other professionals such as teachers, social workers, and health visitors (Croneri, 2023). Effective communication and teamwork are crucial, especially for safeguarding, according to guidelines from the EYFS framework and organisations like the NSPCC (Gov.uk, 2025). Gov.uk (2025) also suggests that early detection and solution of problems can be made easier by multi-agencies working together, which provides quick response of the proper protection and support. Additionally, it supports consistency in care, which makes children feel safe and supported at home and in their environment. “Practice starts with the child, and grows in partnership” Practitioners can learn important information about children's interests, skills, and developmental stage by watching them play and engage in activities. From that the data is assessed and linked to the EYFS framework, helping practitioners to determine the next stages of learning. Planning is then changed to meet the requirements, ensuring that the activities are interesting, demanding, and appropriate for every child (birthto5matters, 2020). Practitioners look at the plan's effectiveness once it is put into practice and then use the results to guide future observations and planning.Birthto5matters (2020) suggest that the ongoing process means that children's development is supported, practice is effective, and any extra needs are identified early. Overall it supports professionals in providing each child personalised, high-quality care and education.

“The United Nations Convention on the Rights of the Child (UNCRC) is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities” (save the children, 2025). UNCRC. They are requirements that should guide decisions that affect children -

1. Non-discrimination (Article 2): Regardless of their colour, religion, ability, family history, or other, every child has the right to these. No child should be exposed to discrimination.

2. The child's best interests (Article 3) Adults must take children's best interests into account when making decisions, whether in local councils, courts, or Parliament.

3. The right to development, survival, and life (Article 6) Children have the right to grow to their full potential as well as the right to survive. This includes having access to safe environments, nutrition, healthcare, and education. 4. Respect for the child's opinions (Article 12) When it comes to issues that impact them, children have the right to voice their opinions and have their opinions taken seriously. Listening to children's experiences and viewpoints is more important than giving them decision-making authority (savethechildren, 2025).

In conclusion, meeting the unique and inclusive needs of children needs a variety of professional practice elements, including safeguarding, planning and observation, partnership, and knowledge of child development. These methods, which are supported by organisations such as the NSPCC and guided by frameworks like the EYFS framework, ensure that practice is child-centered, safe, and consistent.

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