

Amaka Osisì Professional Practitioner

Contents:

IDP

Reflective Practice Briefing Paper

Essay

I confirm that I have not presented an AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

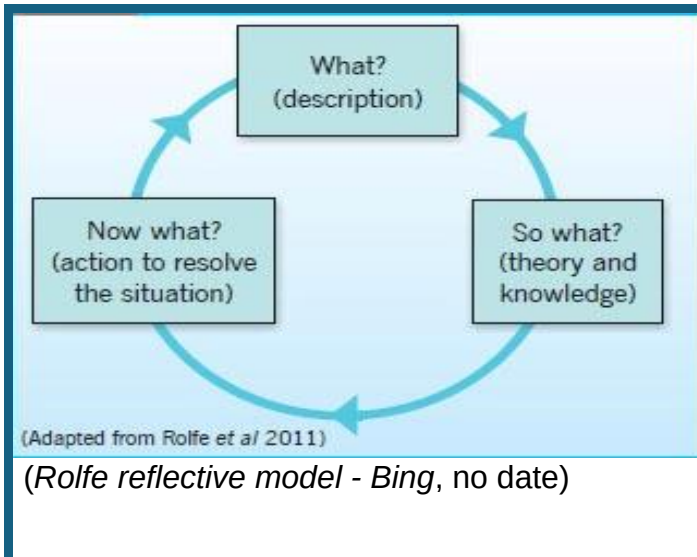
Improvement and Development Goals	Success Criteria (How I will know when I have made this change)	The actions I will take to achieve the goal	Timelines	What will this help me to achieve?	Links
Complete the First Aid training and Manual Handling refresher course and implement this in practice.	I will know when I have made this change after completing the training course and receiving a certificate. I will also feel more confident about what to do when situations requiring first aid or manual handling arise.	In order to achieve this goal, I will complete the first aid and manual handling course funded by my setting and make myself more aware of my surroundings by knowing where all the first aid kits are located within the setting and knowing what lifts need to be carried out when manual handling and who else at the setting is manual handling trained.	I will complete this training within 3 months.	This training will allow me to carry out basic first aid on children when necessary and enable to act and respond quickly in situations that are brought to my attention. It will also allow me to safely assist the children at my settings who need to be lifted for personal care. Completing this training allows me to carry out my duty of care as a professional practitioner.	Paediatric First Aid - Level 3 (CPDUK accredited) - The Mandatory Training Group Moving & Handling People Training Online Course
Become more familiar with the THRIVE approach and complete the positive behavior management course.	I will know I have made this change as I will be able to apply the approach in practice and I will have achieved a certificate after completing the course.	In order to achieve this goal I will have regular weekly meetings with the setting THRIVE Training Leader and will be trained up by them as	I will complete this goal by May 2025.	This will help me to achieve a better understanding of how the setting approaches behaviour and help me to feel more confident with the way I deal with a child's behaviour. This	Positive Behaviour Management The Thrive Approach

Improvement and Development Goals	Success Criteria (How I will know when I have made this change)	The actions I will take to achieve the goal	Timelines	What will this help me to achieve?	Links
		well as studying the behaviour management course.		will enable me to know how best to support the team with more complex and challenging behaviour.	
Complete the Welsh Language training course and continue to use the language throughout my practice.	I will know I have made this change as I will be confident when speaking and teaching Welsh. I will have also achieved a certificate.	In order to achieve this goal I will enroll onto the course and complete the required training.	I will complete this course by the end of January 2025.	Completing this course will help me to improve my Welsh language skills allowing me to become a more valued member of the team as one of the settings estyn recommendations was to speak and interact more using the Welsh language.	Croeso: Beginners' Welsh OpenLearn - Open University

Reflection is a process that practitioners continuously carry out in their practice. Being able to reflect means to think about something that has happened, what knowledge they may have gained from that experience and then how they might apply that to their practice or learning and to imagine what could be done differently next time to improve. This learning is then used productively in future practice. According to Thomas and Lewis (2016) (cited, Neaum (2010, p. 126)) reflection is continuous learning and questioning what, why and how allowing practitioners to widen their knowledge and understanding. Practitioners can often reflect and not realise it and this is known as reflecting in action. Reflection helps practitioners to critically analyse and evaluate their practice. Although reflection is most often used by practitioners when things do not go right but on the flip side it can also be used in positive experiences which is good practice. The key to being good at reflection is to identify the change that is needed to improve ones own development and then implement it into their practice.

Reflective practice is important in early years because it enables practitioners to find ways in which they can improve their actions and how they can plan for future events and activities which enhances their development. Campbell-Barr and Leeson (2016) emphasise that practitioners who engage in reflective practice allows them to move forward in their professional development. It is important that practitioners are critical when reflecting. This involves the ability to question what they are currently doing, why they are doing it and looking at ways on how they can move forward and improve their practice. Therefore allowing them to take further action and implement these changes into their practice the next time a similar experience occurs. Whilst reflection is important for improving future behaviours it should be noted it does not change past behaviours on things that could be detrimental to a child's well-being such as failure of safeguarding. Brock (2015) highlights the importance of peer reflection as well as self-reflection and suggests that sharing knowledge will allow practitioners to see things from a different viewpoint and develop their own understanding further. Moreover, reflective practice allows for professional growth, their own development and also supports the child's development and well-being.

Reflective practice has been influenced by several theorists and what ideas they have contributed. According to Schon reflective practice is the skill to reflect on their actions and how professionals can then use this information to continue learning and improve their practice. According to Farrell (2012) Dewey's theory emphasised reflecting on actions and consequences whilst Schon believed that professionals should reflect both in action and on action. Schön and Argyris (1978) describe two types of reflective practice, these being reflection on action and reflection in action. Reflection on action involves reflecting on an experience that has already happened and then considering what could have been done differently whilst reflection in action is reflecting in the moment or as it is happening rather than waiting until after the event. Schon (1983) suggests that to develop professionally it is important to be critical when reflecting as this allows practitioners to question their own practice and how they can make adjustments to improve practice.



Rolfes and Gibbs reflective models are often used in everyday practice among early years practitioners depending on the situation presented, one may be more favourable than the other. Comparing the two models Rolfes model is much more simple and focuses on three key questions whilst Gibbs model is a lot more detailed and focuses more on the experiential learning. Gibbs model adds a stage for practitioners to debrief and discuss the emotions the practitioner may be feeling whilst reflecting whereas Rolfes model seems to be more surface level and does not include a stage for emotions to be discussed. Although Rolfes model is more simplified and could be used in circumstances where practitioners need to act quickly and have a minimal amount of time whilst Gibbs model would require more time and thought and may not be the best model for situations where quick action is needed. Similarly, both models have included a stage where practitioners are to discuss the next steps to take however, Rolfes model seems to take action more promptly whilst Gibbs model suggests a long-term plan for action.

Reflection is crucial when working in childcare and implementing this in early years practice is key to improving the child's care and education by questioning what is working and what could be improved. Theorists such as Piaget, Dewey and Schon allow practitioners to understand the concept of reflecting. Furthermore, practitioners can research further and find different models on how they might reflect such as Rolfe and Gibbs model. These models give a clear picture on what they are reflecting on and allow practitioners to identify what steps and actions need to be taken. Continuous reflection allows practitioners to develop their own knowledge and understanding and gives them the guidance on how to support children.

When discussing what the meaning of professional practice is there are several areas to consider. Professional practice is about having the ability to meet the many standards of what is required of you in the role that you are undertaking. It is also about being able to self-reflect on your practice and the reason for this would be to ensure that standards are met and upheld. When working with children professional practice involves supporting the overall development and well-being of them using the wealth of knowledge and skills possessed. Professional practice is ongoing, and it is important to self-reflect and that professionals access training throughout their career. According to Waller and Davis (2014a) the education and training staff have undertaken has a significant impact on the child's development. Professional practice is important, and this is mainly due to the fact that it can impact the child's holistic development. It is only by upholding the standards of professional practice that increases the chances of having a positive impact on the cognitive, physical, social and emotional development of a child. On the reverse of this, the failure to uphold the standards of professional practice could have a negative effect on the child's development in all of these areas.

There are various important values for professionals to possess, according to Social Care Wales (2018), a practitioner's values should be built around the child's needs ensuring a child centred approach. Values are essential to professional practice because they will have a significant impact on the child's development and wellbeing. However, values can mean different things for different people which can have an impact on professional practice, according to McMahon and Dyer (2018a) it is crucial that professionals are conscious of their values and to question these continuously. Having different values could mean that colleagues may disagree which could lead to a lack of communication or conflict in the workplace which could also lead to an inconsistency in care having an impact on the child. McMahon and Dyer (2014b) also suggest that if there is a dispute between colleagues that this is addressed in an appropriate manner.

Within professional practice it is important to have clear and effective communication and positive relationships as they can have an effect on children's well-being and development. The ability to have good communication enables practitioners to carry out their roles and responsibilities effectively and alongside this help them meet the

child's individual needs. When professionals are able to build positive relationships with children this could help them with their social, emotional, and cognitive development. Practitioners link in and communicate with not only children but also their parents or caregivers as well as other colleagues. There may also be the need to communicate with outside agencies, such as social workers or health visitors amongst others. Using clear and effective communication with the child's parents or caregivers gives a more precise picture of what the child's individual needs are and the best way to support their development, this in turn could have a positive impact on the whole of their development. Working in partnership with parents can also give practitioners an insight into their home life and whether there are any concerns relating to safeguarding. According to Alasuutari, Markstrom and Vallberg-Roth (2014) (cited de Caravallho, 2001: Hallgarten, 2000) practitioners having a good relationship with parents and caregivers improves the child's overall development and well-being. Communicating well with colleagues gives practitioners the chance to gain any feedback or reassurance within their practice which can help them to improve their practice positively impacting the child. Colleagues having effective communication day to day also helps them to carry out their duties and if any safeguarding concerns arise, they are able to report them. One of the reasons a Practitioner may need to communicate with outside agencies is if there are for example any additional needs. This would be necessary in order to find ways to specifically support the child's individual development and wellbeing. Communicating with other agencies would also be necessary if there are any safeguarding concerns, as outside agencies may need to take the next steps in supporting that child going forward. However, on the flip side, there are various barriers to effective and clear communication. According to Siraj-Blatchford and Hallet (2016) barriers to effective communication can be having interruptions, being in a noisy environment, speaking a different language or having a visual or hearing impairment. Although there are solutions to tackle these barriers such as scheduling and making time to have meetings without interruptions and making adaptations to communicate in a different way verbally and non-verbally. Important information could be lost or misinterpreted if these communication barriers are not brought up for discussion. Consequences of poor communication could be misunderstandings, tensions, loss of trust, inconsistencies in care, conflicts. As well as these Richards (2015, cited Flaming 2003) indicates there could be much more serious implications regarding

safeguarding and professionals could miss the signs of abuse failing that child's needs.

Professionals need to have in-depth knowledge and understanding of their practice as this is important to give them the skills and ability to support the child's individual needs, development and well-being. Safeguarding entails recognising the signs of abuse or neglect early on and this is vital to protect children from harm and abuse. According to Waller and Davis (2014b) practitioners should be aware of their settings policies and procedures of the safeguarding of children and know who to report to if any concerns arise. The Children Act 2004 notes the importance of safeguarding and how all individuals and professionals have a responsibility to report any concerns and safeguard every child in their care. Most professionals will have had safeguarding training before they can work with children and will therefore have the knowledge and understanding of what actions they may need to take whenever any concerns are recognised or brought to their attention. However, according to McMahon and Dyer (2018c), due to the ever-changing developments within safeguarding practice it is essential practitioners are aware of updates and that they undertake regular training in the workplace and within their studies

An important part of professional practice is partnership and multi-agency working because it enables practitioners to fully support the child's development and well-being. According to Nicholas (2015) partnership working between teachers, social workers, health professionals and all other professionals ensure a child centred approach and that the child and their families are at the centre of decision making and the child's individual needs are fully met. Crutchley (2018) agrees that effective multi agency working is beneficial as it allows for the sharing of key information which could lead to better outcomes for children and their families. It is important to liaise with other professionals as everyone working together will meet the needs of the child in the best possible way. For example, linking in with speech and language will enable all professionals to communicate in the most effective manner with the child to ensure understanding and promote development. Multi-agency working promotes equality and ensures all children whatever their ability has the best chance to develop both emotionally and physically.

The observing and planning cycle means to notice, analyse and respond (Welsh Government, no date) This cycle helps practitioners to meet the needs of each individual child as observing a child can give them important information on what the child's interests are and what stages of their development they are at, using this information practitioners are able to break this down and discuss what they may have found out from this such as whether the child has a specific schema or they may even identify that the child has an additional need. From their findings they are then able to respond and enhance the child's development by specifically planning activities and adapting their environment for the child. According to Alasuutari, Markstrom and Vallberg-Roth (2014a) observing and assessing children is important because it allows practitioners to meet the standards of education and care. Smidt (2015) suggests sharing of observations with parents and caregivers reassures them and gives them an insight into how well they are progressing outside of their child's home life. However, according to Alasuutari, Markstrom and Vallberg-Roth (2014b) practitioners have various responsibilities to not only document their observations but also involve parents, as well as carry out their everyday duties which could put pressure on practitioners.

The principles of the United Nations Convention on the Rights of the Child (UNCRC) inform professional practice by highlighting and breaking down all aspects of a child's life, these include the importance of economic, social, cultural, civil and political rights of the child (Hallet, 2013, p.10). It is important for professional practitioners to have a good understanding of the UNCRC in order to meet these principles and alongside this they also need to ensure that the children are aware of their rights and are educated on this. The UNCRC came into force in 1992 therefore is a later development within education and care and this could mean that the more mature members of staff could potentially lack knowledge in this area of their profession. This in turn could have an effect on how they uphold the rights of children as a lack of knowledge on the UNCRC may mean that they do not respond or are slow to respond when safeguarding concerns arise and they could miss the signs.

In conclusion, the professionals working with children need to uphold good qualities and this involves the ability to possess good values, have effective communication skills, have an in-depth knowledge and the ability to work with other professionals in

order to meet every child's needs and well-being. Alongside this, it is essential that the UNCRC principals are engrained throughout to ensure all children are safe and protected from harm. When working with children there needs to be regular observation and planning in order to identify what the needs are, how they can provide support and whether there are any risks to them. All children have the right to be protected under safeguarding and there is a responsibility upon professionals to ensure this.

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