

Personal Development Plan

Objectives:
What do I want to learn or become?

Actions:
What do I have to do to get there?

Criteria:
How will I know I've achieved this?

Resources:
What resources will I access?

Start date: 01/09/2024

End date: 30/07/2025

Obstacles:
What might get in the way while achieving this?

Support:
What support will I have?

Review:
How did I do?

PERSONAL DEVELOPMENT PLAN
Name: **Arwa Alshammari**
Workshop Title: **Workshop Title**

Objectives: What do I want to learn or become?
I want to learn more about the business and how it works, and I want to develop my skills in writing and presentation. I also want to learn more about the different types of business and how they are run.

Actions: What do I have to do to get there?
I will read books and articles about business and how it works. I will also watch videos and listen to podcasts. I will also try to find a mentor who can help me with my learning.

Criteria: How will I know I've achieved this?
I will know I have achieved my objectives when I can write a business plan and give a presentation about it. I will also know when I can answer questions about business and how it works.

Resources: What resources will I access?
I will use books, articles, videos, podcasts, and a mentor to help me with my learning.

Start date: 01/09/2024

End date: 30/07/2025

Obstacles: What might get in the way while achieving this?
I might not have enough time to do all the things I want to do. I might also not have enough money to buy the books and articles I need.

Support: What support will I have?
I will have my mentor's support and advice. I will also have the support of my friends and family.

Review: How did I do?
I did well in my learning. I was able to write a business plan and give a presentation about it. I was also able to answer questions about business and how it works.

The importance of reflective practice within the early years and analyses different reflective models.

What is reflection and reflective practice? Reflection is not a new idea. It goes back to ancient Greek philosophers like Plato, Aristotle and Socrates, who loved to think critically and mentally. Reflection is a way for people to think critically about their experiences and learn from them. Also, reflection is especially important for teachers to improve their practice through thinking about our teaching and how to make it better. It is helping us advance our careers, it can lead to promotions and higher qualifications (Brock, A 2015). Reflective practice is a way of learning from our experiences. It involves thinking about what we have done, why we did it, and how we could do it better. Reflective practice is crucial to create and maintain an early years practice that is active, self-sustaining and capable of meeting new challenges. Reflection is a key part of learning to be a professional and is associated with open mindedness, taking responsibility and lack of complacency (Lindon,2016). Reflective practice involves thinking and taking about the core beliefs that guide the work overtime, this reflection helps clarify the values and principles.	Why is reflective practice important to EY practice? Reflective practice helps us grow as professionals. Reflection can be part of our professional development, it is often required in training programs, journals, portfolios and evaluations. Reflection helps us improve our work with children. It is important because it helps them understand the complexity of their work and many different things they need to consider. By reflective practice they can become better practitioners and better at understanding their own practice and their role in supporting children's development. Early Years needs to constantly learn and grow. They need to reflect on how these changes might impact their work. It can help them identify discrepancies between their implicit and explicit assumptions. Reflective practice is common in Early Years Education. It is a taught process and an opportunity to develop confidence and resilience in practice. The reflective process as a way to learn and develop our practice. A reflective practitioner is an active individual who explores the possibilities of solving problems in practice and who is characterized by being reflectively open to reexamining their own opinion. Reflection practice enables practitioners to: • Develop a critical understanding of their practice. • Increase confidence. • Be more proactive. • Improve the quality of care and education offered to children.
The theory of reflective practice: Dewey's and Schon's theory of reflection: John Dewey: John Dewey, a prominent Philosopher introduced the concept of reflective practice. It involves a conscious and deliberate process of examining our experience to gain insights and improve our actions. Dewey believed that through reflection we could gain a deeper understanding of our experiences and the world around us. Dewey's theory of reflective thinking included five main stages: • A felt difficulty: meaning facing a problem or challenge that disrupts one's understanding. • Generating potential solutions or explanations. • Evaluating the proposed solutions through further investigation. • Drawing conclusions through reaching a final judgement based on the evidence gathered. • Defining the problem: determine how difficult it is, solution of the problem and control of the action or idea concept. Donald Schon: He built upon Dewey's ideas. His theory about learning by doing and reflection on our experiences. He talks about two types of reflection: 1. Reflection in action which refers to the ability to think critically. Thinking about what you are doing while you are doing it. This helps you make adjustments as you go along. 2. Reflection on action which involves looking back on past experience. What happened after you finished? He says this helps us to learn from our mistakes and do things better next time. Both John Dewey and Donald Schon contribute significantly to our understanding of how reflection can enhance learning and professional development. Also, they both believed that thinking about our experiences is a great way to learn and grow. Dewey gave us a basic way to think about experience while Schon showed us how to use our thinking in our everyday work.	
Gibbs' model: 	Kolb's model: 
Analysis of models – compare/contrast/pros/cons: Gibbs' model: Gibbs' cycle has the following staged questions: 1. Description: what happened? 2. Feelings: what were you thinking and feeling? 3. Evaluation: what was good and bad about the experience? 4. Analysis: what sense can you make of the situation? 5. Conclusion: what else could you have done? 6. Action plan: if it came across again, what would you do?	Kolb's model: Kolb was influenced by the work of Dewey. Kolb's experiential learning cycle to put simpler, we experience something "concrete action" then look back, remember, and reflect on that experience "reflective observation" then think critically about what we learned "abstract conceptualization" and finally we apply what we learned to new situations "active"
Similarities: 1. Both models emphasize the importance of learning through experience. 2. Both models are cyclical, suggesting that learning is an ongoing process. 3. Both models involve reflecting an experience to gain insights and improve future performance. 4. Both models are valuable tools for reflection on experience and improving learning. Differences: 1. Gibbs' model provides more detailed guidance on how to reflect on experience. 2. Gibbs' model includes a specific stage for reflecting on emotions which is not present in Kolb's model. 3. Gibbs' model has six stages while Kolb's model only has four. Third person: Many educators and practitioners find both models a valuable tool for reflection and learning. Some argue that Gibbs' model is more suitable for specific events while Kolb's model is better for broader learning experience. Others suggest that the two models can be combined to create a more comprehensive reflective process. The most effective model is the one that helped individuals to learn and grow from their experience. It is often beneficial to experiment with different models and find the one that best suits our learning style. Conclusion: Purposeful reflection does not always come naturally, and you may have to work on it. But it is most easy and valuable when it has meaning and purpose. There are some important points of reflection we must focus on: • How does your setting involve parents in working with their children? • How can you make sure parents feel welcome and included in their child's learning? • What can you do to make your setting more focused on families? • How would you be able to encourage parents to participate in their child's learning? • What do you need to change to better listen to children? • How can you make sure all children feel supported in their learning?	

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

Intrudocion

Professional practice meaning using knowledge and skills in a specific field, following ethical rules, it is improving the skills and putting theory into practice. Also, professional practice is keeping up with the latest trends. A professional is someone who works in a specific field he has a special knowledge and skills and following ethical rules. He also belongs to professional organizations.

Ethical practice and professionalism are key to providing quality childhood.

It includes:

Research based practice: using knowledge to inform practice.

Reflective practice: to improve it.

Lifelong learning: that meaning continuously learning and developing skills.

Observing children: to understand their development.

Family involvement: which means working collaboratively with families and being a reliable and responsible practitioner.

Values and Principles:

The values are important to professional practice. They guide our behaviour, shape our relationships, and create a positive and ethical work environment. Strong values guide professionals to better careers, better organization and a better world. Values like honesty and fairness make professionals transparent and accountable. Also, strong values can lead to career advancement opportunities and recognition within the industry

Values are things we think are important like honesty. It guides how we behave.

Principles are rules or beliefs that we follow based on our values, Which means the principles come from our values. Values are the foundation and principles are the rules we build on that foundation. Values are principles that guide human actions and judgements of whether actions are describable or not. (Johansson and Einarsdottir, 2018)

A professional practitioner works closely with children, parents, and other professionals to provide the best care and education for children. Partnership is essential for effective early intervention. It means treating every one equally, trusting,

and respecting each other. Then we can talk openly and work together, which is good for the child.

Core values:

- Social justice meaning belief in equality and opportunity for all.
- Trust and respect: building positive actions and empathy in relationships.
- Integrity: action with honesty and ethical responsibility.
- Lifelong learning: embracing new knowledge and skills.

In addition, sharing values can create a positive and supportive work environment where employees feel valued and motivated.

communication and relationships are important to professional practice and meeting the needs of children.

Communication can be expressed in two primary types: verbally, through speaking or written language and non verbally through body language, eye contact, body posture, touch, and personal appearance.

Communication is more than spoken language, in any of its forms. Interaction between people involves language, gesture, and body language. Children's acquisition of communication skills is one of the most existing developments of early childhood. Encouraging and influencing this development is potentially one of the most rewarding aspects of the professional role.

Communication is more than just exchanging information. It is also a way to connect with others and build relationships. It is especially important in early childhood. Adults play a big role in helping babies learn to communicate. They do this by responding to the baby's sounds and gestures. This helps babies to learn how to use language and how to interact with others.

it starts even before we are born. In the womb, we are already interacting with our mother through chemicals, sounds and rhythms. This early bonding sets the stage for future communication. Babies are natural imitators. They copy facial expressions and movements, which helps them learn and connect with others. This ability is crucial for building relationships and developing language skills.

To provide the best possible care and support for children, we must prioritize communication and relationships building. Here is why this is crucial.

Effective communication helps professionals: understand children's need and concerns. This helps children trust us, which is important for giving them the right kind of help.

Strong relationships with other people: like teachers, parents, and other helpers, we can share information and work together. This helps us meet all of a child's needs.

Open communication allows identifying and addressing challenges effectively. Professionals can work together to find solutions that benefit the child. Strong relationships enable professionals to advocate for children's needs and rights. They can work together to create positive change.

Depth knowledge and understanding:

Young children rely on adults to keep them safe and loved, as an Early childhood professional, safeguarding is part of every interaction you have with a child. Many children experience abuse and neglect. In England in 2019 over 52,000 children were under child protection plans. Sadly at least one child per week in the UK dies from abuse or neglect. The UK has laws to help protect children. The way for protecting children has changed over time. In the past, it was mainly charities helping families. Now, it is a complex system with many professionals and organizations working together. The children Act of 1989 is the main law for protecting children, which is:

- Child's well-being is the most important consideration.
- parents have the main responsibility of their child's care.
- Local authorities must provide services to support children and families, if a child is thought to be at risk of harm, the local authority must investigate and take action to protect them.

Working with Early Years is a rewarding job but it comes with big responsibilities. We must protect children this includes taking steps to prevent harm, knowing how to respond if we see something wrong, and working with organizations to keep them safe. We must support their development like building relationships, emotional skills, and communication skills. These skills will help protect them now and in the future.

Partnership and multi-agency:

The benefits of practitioners and parents working together to support young children's learning and development have been long recognized. Partnership and multi-agency is working important to professional practice. It helps children learn and develop, build

trust between parents and professionals, create strong foundation for children's education. There are a variety of ways to make practitioners work better with parents:

- Understand parents priorities and how they make decisions.
- Use communication skills to build relationships.
- Be respectful and responsive to parent's needs.

Partnership and multi-agency working are important for professional practice for several reasons:

1. Improved communication:

- Sharing communication and information between agencies prevents duplication of efforts.
- Shared planning and decision will improve service.
- By working together, agencies can provide more effective and comprehensive services.

2. Better services:

- Combined skills enhance problem-solving.
- Working together creates a holistic approach to client work.
- Shared resources and skills improve outcomes.

3. Profession development:

- Learning from others fosters growth.
- Teamwork fosters critical professional skills.
- Working together creates a positive and supportive environment

Observation:

Observation can be planned, or spontaneous. Also, it should be used to inform current and future planning. Using a variety of observation techniques will provide obtain detailed understanding of each child.

It helps us to plan and support children's development. We can learn about children through observation to understand their interests, abilities, feelings, knowledge, and engagement. By observing children practitioners will find out how they are able to do and learn. This helps plan activities that meet each child's needs. It doesn't matter if the observation is indoors or outdoors.

It helps build a complete picture of who they are. While observation, practitioners learn about children's skills, knowledge and what they like. They don't need to write down everything, just the important things to help plan for the future.

Observing and listening to children helps us to see how they are doing before and after learning a new skill. We also look for any problems they might have with understanding. When we are observing and listening to children, we must notice their language skills, how they express themselves, and how they understand others.

The observation and planning cycle is an essential tool for early childhood educators. Practitioners by following the cycle process can ensure that they are providing high quality care and education that meets the needs of each child. It is important to be mindful of our own biases and use objective language when observing children.

Principles of the UNCRC:

Article 29 of the (UNCRC) says that children's education should help them develop their personality, talents, and abilities to their fullest potential. The UNCRC emphasizes the importance of respecting each child's individuality. UNICEF (1989) UNCRC Article 29a.

The UNCRC says children should be treated fairly, their needs are most important, they have the right to live and grow, and we should listen to them. This helps professionals put children first.

Conclusion.

Children spend more time with their families than they do in early years setting and schools so, it is important that professionals have an effective working relationship with families, parent and carers. The most important feature of this working relationship is the two-way communication and construction which builds an effective partnership. In the area of early childhood, there are many professionals who support children's developments. Each professional will have a different role and responsibilities but will need to work in partnership.

We should consider communication as more interactive and playful process, especially when working with young children. The early years foundation stage (EYFS) highlights the importance of strong relationships and positive interactions, which are crucial for a child's development.

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