

Part 1

Objective	Actions (How will I achieve this objective/ what needs to be done?)	Resources (What support and resources are needed to achieve this objective?)	Target Date for achieving objective.	Success criteria (How will I know I have achieved this goal; how will I review this?)
<i>Complete a level three safeguarding course.</i>	Attend the course offered in employability week, with the University.	Permitted time off from current employment, travel costs.	January 2024	Certificate of completion. Need to renew every 3 years.
<i>Complete a Degree in Early Years Education and Care</i>	Attend all lectures, study, meet deadlines, organise time well and complete and pass all course modules.	Laptop, books, research, journals, time, travelling.	July 2025	Certificate and Graduation
<i>To develop greater depth of knowledge in leading Wellbeing in my new job role</i>	Build good relationships with my team and build their confidence in me. Update training materials for staff to reflect changes that have been accepted in staff meetings.	Advice from my line manager, attend all staff meetings. Requires additional hours of work outside of my contracted employment hours.	Ongoing objective	Formal and informal appraisals. Self-appraisal.
<i>To develop my basic Welsh skills</i>	Download the free Welsh lesson course App, from Carmarthenshire County Council.	Welsh lesson App, Phone, headphones, time, people to practice with.	August 2025	Communicate with the Welsh speaking teachers to see if I have progressed, in my speaking and understanding.
<i>To gain a qualification in Leadership and Management</i>	Complete a level 4 course online. Observe and learn from more experienced leaders.	Laptop, Time management skills, books, evidence building.	December 2025	Courses assessment and Certificate.
<i>To gain a level 2 qualification in Food and Hygiene</i>	Register online for a food hygiene course on an online learning platform, complete the course within the given time limit.	Laptop, time and fees.	April 2024	Certificate of completion. Cooking in school with children. Renew every 3 years.

Part 1

<i>Improve on my technical skills.</i>	Attend ICT training courses to develop my knowledge.	Laptop, time off work, software licences.	Ongoing objective	Successful completion of training.
<i>Read more academic books on Early Years Education</i>	Borrow books from Library, look up best books to be reading and search out, online journals and articles.	University library, Amazon/eBay for cheaper books, online sources, local library.	Ongoing objective	More knowledge and understanding, up to date with all relevant legislation and policies.
<i>To do a morning Yoga session for staff</i>	Deliver a Yoga session to all interested staff before the start of the working day.	Space, Yoga mats, other commitments in the morning.	Ongoing objective	Regular scheduled Yoga sessions, happier and more energised staff, and less absences.
<i>To collaborate committee members for the school PTA</i>	Promote fundraising ideas and projects, on school website. Advertise for enthusiastic members.	Time, organising and planning, meetings.	Ongoing objective	Members in committee, planned events, funds raised for school.
<i>To attend the gym regularly</i>	Plan a timetable, scheduling regular gym sessions per week.	Time, membership fees, equipment.	Ongoing objective	Attend the gym regularly.

Part 2

What is reflection and reflective practise?

Professionals can use tools like reflection and reflective practise to help them learn from their own experiences. There are slight distinctions between them even though they are quite similar and complement one another as part of a continuous learning cycle (Lotchie et al. 2018). Schon (1984) states that reflective practise is a systematic, rigorous, self-directed meaning-making process in which a person travels from one experience to another through the development of insights and practise in order, to gain a deeper grasp of one's personal values and intellectual growth. Schon (1984) also claims that in actual practice, reflection frequently starts, when a routine action results in a surprise or unexpected result. Our attention is drawn to the surprise, which might trigger a period of reflection. According to the Health and Care Professions Council (2021) people learn in different ways, while one person may learn by reflecting on successful outcomes, for another focusing on a challenging situation may be most helpful. It is important that reflection is done in the way that works best for you.

Why is reflective practise important to EY practise?

Reflective practice is ingrained in early childhood education, but it is not always easy to achieve. Soni and Presswood (2018) asserts analysing your work with children, in order, to improve it, is an important aspect of early childhood education. It seeks to positively impact children by ensuring that their individual needs are met. Additionally, staff members gain from increased self-assurance in their skills, which raises motivation and job gratification. The Early Years Educator (2017) highlights that although reflection is a personal process, early years education is motivated by the participation and cooperation of others - in other words, through teamwork. Reflecting as part of a team can help the workforce work towards a shared vision and, ultimately, promote the best outcomes for children. As explained by The Cambridge Community (no date) by reflecting on your teaching, you can discover any learning hurdles that your pupils may have. Being reflective will also ensure that you have a broader set of skills as you discover new ways to teach. Reflecting allows you to take time to assess and appreciate your own teaching, which allows you to develop abilities to solve problems, find new solutions, and become more flexible in your teaching.

The theory of reflective practise:

Reflective thought was highly valued by John Dewey (1933), who considered it as an integral component of a cycle that allowed us to learn from our experiences. He referred to a "felt difficulty" as a reflection that he felt brought up certain challenges or conundrums. Dewey (1933) asserted that after this encounter, we began to reflect on the issue by asking ourselves, What's happening? Schon (1984) internationally recognised author of The Reflective Practitioner believes we engage in two types of reflection – Reflection in action, when a surprise, problem or unexpected issue is encountered that cannot be dealt with using a practitioner's knowledge in action, the practitioner may seek other answers and solutions in order to understand and manage it. The second type is reflection on action, where practitioners look back on events, think about what occurred and ask questions in order to understand their experiences and modify their practice accordingly.

Gibbs' model

Dr Brown (no date-a) states that the Gibbs' model is based on several stages, in which you must answer a number of questions to explore your thinking as deeply as possible. She adds that this model involves systematizing thoughts and isolating emotions. The different stages often help us slow down our thinking process, so we do not jump to conclusions.

Kolb's model

According to Dr Brown (no date-b) Kolb's model is known as "experiential learning." The basis of this model is our own experience, which is then systematically examined, analysed, and evaluated in three stages. Once this process is complete, new experiences will be the starting point of another cycle.

Analysis of models – compare/contrast/pros/cons:

Kolb's Reflective Cycle is a model for structuring reflective writing. The cycle includes two parts: a learning cycle consisting of four stages and four distinct learning styles. On the other hand, the Gibbs Reflection Cycle provides a structure for learning from experience. This is a further refinement of Kolb's reflective cycle. This cycle has six stages called description, perception, evaluation, analysis, conclusion, and action plan. According to Forrester (2020), the advantage of using the Gibbs cycle is that the stages and questions can be addressed in a relatively simple and widely applicable way. This can be a very good starting point for those new to reflection, and it can also be done quickly, making it useful in many situations. A possible downside of the Gibbs model is that it can lead to superficial reflection, with little potential for personal or professional growth. It does not explicitly encourage the reflector to look for the assumptions and values that may lie behind their actions, nor does it make connections between the current event and other experiences. However, according to the Study Prism (2023), a benefit of Kolb's cycle is that it is a straightforward procedure that is simple to understand and put into practise. As a result, it may serve as a useful introduction to self-reflection. It aids people in developing self-awareness because it is adaptable and can be used in a variety of situations. Despite this, they argue that it is oversimplified because it does not take other people's viewpoints or any other kind of criticism into account. Additionally, it does not account for various non-reflective learning strategies or action-based reflection.

Conclusion

Reflective practise, anchored in theory and backed by research, can help us attain the high quality provision we seek to provide. It can assist us in accomplishing this by assisting us in deeply considering all elements of ourselves and our practise. To examine what we do, why we do it that way, and seek additional information in order to uncover potential new practises that could help us reach our goals. While the potential rewards are immense, there is efforts of work, that we must be willing to do, to varied degrees. We must be willing to question ourselves, to devote time and effort to discovering and implementing change, and to welcome change. Working in groups necessitates that we be supportive and respectful of one another.

Part 3

A detailed definition of a professional according to Wilson et al. (2013), involves utilizing expertise, judgment, responsibility, and service, while identifying as a community member based on shared practices and values, rather than external imposed norms. Frost (2001) claims that lifelong learning consists of three components: recognising social change, working with diversity, and renewing expertise claims. Professionals who grapple with all three become 'reflective practitioners,' better prepared to deal with increasingly complex technologies and shifting social environments.

Professionals who work directly with children and their families have an extra responsibility to present themselves in ways that benefit the people they serve. Caring, compassion, empathy, respect for others, and trustworthiness are some values that are fundamental to professions based on human relationships asserts Feeney (2012). As indicated by Early Years Matters (2023) professional and effective practice is ensuring that all children get the most out of their experiences in the Early Years Foundation Stage (EYFS). This seemingly simple result can only be achieved when adults collaborate to get to know the children in order to support their play, development, and learning. They go on to say that every child is a unique individual who is constantly learning and can exhibit resilience, capability, confidence, and self-assurance.

The British Association for Early Childhood Education (2011) highlights that every child deserves the finest possible start in life, and the assistance they need to reach their full potential. Early childhood experiences have a significant impact on a child's future life chances. A secure, safe, and happy childhood is important in and of itself, as it lays the groundwork for children to maximize their abilities and talents as they grow. They also maintain that the code of ethics prioritises the protection and well-being of children and families. Every childhood professional is consequently responsible for taking measures to combat unethical practise. Furthermore, in relation to children they need to:

1. Respect the rights of children as outlined in the UN Convention on the Rights of the Child (UNCRC) (1991) and commit to supporting these rights.
2. Recognise and respect each child's unique talents and potential.
3. Recognise children's vulnerability and their reliance on adults.
4. Make it clear to children that they are global citizens with shared responsibilities to the environment and humanity.
5. Create and maintain secure and healthy environments.
6. Recognise and respect the relationship between children and families in all encounters with children.

Part 3

7. Ensure that all children with special needs and disabilities, as well as their families, have access to appropriate services.
8. Make certain that each child's culture, language, ethnicity, and family structure are recognised and cherished.
9. Promote each child's right to play and learn in an environment that meets the needs of both children with and without disabilities.
10. Ensure that children are not discriminated against.

As explained by the UK Government (no date – a) babies from birth thrive in social interactions, fostering friendship, empathy, and emotional sharing. Good adult-child interactions improve communication and language skills, influencing early language and mental development. Effective language development involves using words, body language, and visual cues, while maintaining conversation and participating in play. Supporting non-verbal children with objects, pictures, and visual cues builds confidence. Curriculum planning and sharing ideas with parents supports these interactions.

UNICEF (no date - a) opines that every interaction between you and a child are forms of communication. It's not just what you say the tone of your voice, facial expressions, hugs all send messages to children. The way you communicate with children shapes not only their emotional development and how they form relationships later in life, but it also teaches them how to communicate with others. To serve the best interests of children as set out in Article 3 of the UNCRC, the Australian Parenting Website (2023) proclaims that as a direct-care staff member, building and nurturing relationships with children, families, and colleagues is crucial for success and effectiveness. Building strong relationships fosters a sense of safety and security, enabling children to explore their world more confidently.

Furthermore, as the UK Government (no date - b) affirms, your role in supporting children is especially important because this will most likely be the child's first experience with education outside of the home. You should make this a positive, safe, and inclusive experience for all children. They maintain that all children have the right to a high-quality education that promotes high standards, is appropriate to their needs, and assists them in achieving their best possible outcomes and realizing their full potential. They also profess that by getting to know your children well you may notice that children learn at different rates, and some may struggle with certain tasks. Early delays or difficulties can be addressed with minor adjustments to teaching methods or additional support. It's important to plan activities and curriculum to support these children early on, even if they have long-term needs. For example, children from non-conversational homes may struggle with turn-taking and eye contact. Early support, collaboration with ALENCO, agencies and

Part 3

strong relationships with parents are crucial for accurate assessments and the creation of the right support package for a child's development.

Multi-agency collaboration is essential for effective safeguarding and child protection. (Sidebotham et al. 2016).

As explained by Pacey (2017) effective teamwork is crucial for fostering relationships and ensuring staff's happiness and confidence, which in turn, fosters a positive environment for children in your care setting, as set out in Article 36 of the UNCRC all children have the right to be kept safe (UNICEF no date – c).

Sculman (1992) noted that teachers need knowledge about learning, identifying different learning purposes and contexts, identifying learners' strengths and weaknesses, working with children with specific needs, understanding curriculum resources and technologies, and collaboration to structure interactions, collaborate with other teachers, and work with parents to create supportive experiences at school and home. This knowledge is crucial for effective teaching and learning.

As documented by HM Government (2018) effective information sharing between practitioners and local organisations is crucial for early identification, assessment, and service provision to ensure children's safety. Practitioners should be proactive in sharing information with any adults with whom a child has contact, and the Data Protection Act 2018 and General Data Protection Regulations (GDPR) do not prevent sharing for child safety purposes.

The EYFS Statutory Framework is a collection of requirements that early childhood providers and schools must adhere to in order to give children ages 0 to 5 the chance to grow and develop in a secure setting and equip them with the information and skills they need to succeed in school. To ensure that the promotion of excellent quality education is done to the best of its ability, teachers and practitioners are given a set of principles by the EYFS Framework that they must abide by. The core paperwork is intended for all professionals working in the foundation years and gives parents and carers peace of mind knowing that, no matter the educational setting they choose for their child, the same statutory principles will shape their child's learning and development as described by the Educater (2022). They continue that the EYFS approach of observation, assessment, and planning is essential in determining each child's unique needs, interests, and talents. Following the three-step cycle will guarantee that every child is making good progress and that they are all hitting the right targets, allowing learning and development to proceed effectively. They reveal that observation is crucial to the integration of the known and hidden curriculums. Children's unique abilities, talents, and interests can be observed through them across a wide range of opportunities and learning environments. Observing them in their environment naturally reveals their choices and preferences. The process of analysis and

Part 3

evaluation known as assessment is used to determine how well we understand, how children learn and develop. The crucial queries are ones that practitioners must ask themselves. "What does our observation tell us about the child?" Planning enables us to assist a child's next steps and to enable learning is retained. Without planning, there is no direction, just meagre assistance, and the possibility of a severely constrained curriculum.

UNICEF (no date - b) pronounce that all of our work is based on the UNCRC. It is both the most complete statement of children's rights ever created and is the most widely ratified international human rights convention in history. The Convention outlines 54 articles covering all aspects of a child's life. It emphasizes the importance of working together between adults and governments to ensure all children enjoy their rights without discrimination. The Convention must be seen as a whole: all the rights are linked, and no right is more important than another. The right to relax and play (Article 31) and the right to freedom of expression (Article 13) have equal importance, as the right, to be safe from violence (Article 19) and the right to education (Article 28).

They believe that it is vital that those in the early years sector understand, respect and promote children's rights. Rights are central to everyday life and relationships, affecting every child and family wherever they may live. Rights are remedies for wrongs and tools for change.

In conclusion, effective professional staff members enjoy their work, create safe environments, and strive for excellence. They value collaboration, celebrate success, and acknowledge the efforts of others. Professional identity impacts relationships, willingness to share knowledge, and reflection on practice. Positive professional relationships, a committed approach, and understanding of professional learning contribute to the best possible provision for young children. This results in a committed, confident, and knowledgeable practitioner contributing significantly to the education of young children.

The articles of the UNCRC ensure that children are protected, have the opportunity to participate and are provided for.

In an ever changing and challenging world it is teacher professionalism that is firmly rooted in a set of shared professional values which helps the young people of today become the thinking and responsible citizen of tomorrow.

Part 3

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Part 3

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