

Professional Practitioner Portfolio

Contents

AI Acknowledgement – Page 1

Part 1 – Personal Development Plan – Page 2

Part 2 – Reflective Practice Poster – Page 3 – 6

Part 3 – What is a professional practitioner Essay – Page 7 – 13

AI Acknowledgment

I acknowledge the use of Microsoft 365 Copilot on 21/10/26 and 23/10/26 to do baseline research. I used the prompts:

1. Could you show me relevant academic sources from 2016-2026 that explain what it means to value diversity in inclusive practice?
2. Could you give me an academic source from 2016-2026 that supports the argument of the limitation of observation is practitioners bias?

I confirm that I have not presented any 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.

Part 1 – Personal Development Plan

Improvement and development goals	Benefits	Success Criteria	Actions	When?	Achievement
Become more confident when presenting	Developing confidence when speaking in front of groups will help me communicate my ideas more effectively and present my work to a higher standard. It will reduce anxiety felt during assignments that require presentations or recordings. Another benefit is that it will be helpful when teaching a class where confidence in presenting is needed.	Receive positive feedback from peers and tutors on a presentation. Successfully present with low levels of anxiety and express my work clearly.	Watch and read resources on confidence building on the Careers Service E-Learning Hub, as well as attending an appointment with Careers Advice to get face-to-face advice.	By the end of the academic year.	Improvement in presenting and communication skills. Reduce stress and anxiety around assignments that require presenting. Prepare me for future teaching roles.
Improve time management and reduce procrastination	Improving time management will support a better work-life balance by freeing up long hours for time on non-work related and well-being activities. It will help to reduce stress experienced near submission dates and allow me to submit higher-quality work by freeing up more time for completing work.	Complete assignments a week before deadlines to create time to review and refine work before submission. Reduce stress felt during modules.	Complete my own research on the causes and how to stop procrastination and create an organised plan using strategies found during research to make tasks more manageable.	Throughout next module.	Improve academic achievement and complete work at a higher level. Develop a healthier approach to assignments and better organising skills that can help balance multiple responsibilities in the future.
Improve fluency in Welsh	Developing my fluency in Welsh will help me teach more efficiently in the language. It will allow me to communicate with pupils, staff and families more effectively and ensure I can confidently communicate what I intend to. It will also increase opportunities that may only appear for bilingual individuals.	Gain confidence and improve fluency when teaching and writing academic assignments in Welsh.	Complete the National Centre for Learning Welsh Intermediate Course Part 1 & 2. Have conversations with fluent Welsh speakers and practise writing academically in Welsh.	After completing the 10-month course.	Improve my efficiency as a bilingual practitioner and improve confidence when teaching in Welsh. Increase employability by improving Welsh skills. Feel confident to complete assignments in Welsh.
Develop my understanding and ability to co-regulate	Improving my knowledge and confidence of co-regulation will allow me to respond appropriately to dysregulated children and create a workspace where they feel calmer. This will also help students be able to understand their emotions and improve their own self-regulation (Salamon, 2024).	Confidently apply co-regulation to support children effectively, without escalating situations.	Watch the Administration for Children and Families' video series on Co-Regulation in Action.	By the end of the next two academic terms.	Build stronger relationships with students and support their wellbeing. Create a calming and positive learning environment.

Reference List

Salamon, M. (2024). *Co-regulation: Helping children and teens navigate big emotions*. [online] Harvard Health. Available at: <https://www.health.harvard.edu/blog/co-regulation-helping-children-and-teens-navigate-big-emotions-202404033030> (Accessed: 4 October 2026).

Part 2 – Reflective Practice Poster

Reflective Practice in Education: Comparing Driscoll and Gibbs

2609291
ECEY4014
1,097 words

Introduction

Reflective practice is a process of continuous self-evaluation to better understand a person's strengths and weaknesses. This helps to develop professionally and improve the quality of one's practice. This is done by looking back at their practice and reflecting on what went well, what didn't work and why events happened (Mathew, Mathew, Peechattu, 2017; Toole, 2023). This poster compares two models of reflective practice: Driscoll's (1994) reflective model and Gibbs' (1988) Reflective Cycle and evaluates their usefulness for educators.

Importance

Reflective practice is important because it helps practitioners to gain a deeper understanding of children's development, and with that knowledge they can plan more effective learning experiences (Toole, 2023). Reflective practice allows a practitioner to develop a professional and practical understanding of what they know on paper and therefore they can make better informed decisions about their practice (Brock, 2014; Toole, 2023; OECD, 2021). According to the Welsh Government (no date) reflective practice is fundamental to support the educational development of young children by ensuring a high quality of learning and care. As well as the positive effects on the children, reflective practice has also been shown to have a positive impact on educators. A study in Italy by Cigala, Venturelli and Bassetti (2019) found that using reflective practice can help teachers manage their stress and confidence in their profession. They also found it had a positive influence on their well-being, resilience and self-efficacy. However, the effectiveness of reflective practice depends on the practitioner's ability to critically evaluate their experiences. Without sufficient training or time, reflection may become an obligatory task rather than a useful process of professional development.

Dewey's Theory

The foundations of the theory of reflective practice in an educational setting can be traced to Dewey (1933). He defined reflection as a chain or thread of thoughts and actions, a sequence of thoughts and consequences that build upon and support the next set of actions (Dewey, 1933, p. 3). Dewey (1933, p. 6) believed reflective thought to be an intentional and continual process of evaluating knowledge and beliefs to prove their validity to make purposeful decisions about future actions. A simplified explanation of Dewey's reflective thought cycle is that an individual experiences something and feels uncertainty towards it, which then prompts them to inquire and test new actions that can be taken to improve on the experience. Dewey's theory has been an influential foundation for other theorists to develop their theories and models on reflective practice such as Schön (1983). However, one key limitation is that this theory requires individuals to have time, experience and critical thinking skills to effectively reflect on their work, which for many individuals in the education sector, where there are high workloads and time constraints, is impractical.

Gibbs' Model

Gibbs' Reflective Cycle (1988) is a framework consisting of six stages to give a structured plan to reflection. The cycle consists of a description of the experience, feelings during it, an evaluation of the experience, an analysis, a conclusion on what could be done differently, and finally a plan of action (Gibbs, 1988, cited in University of Edinburgh, 2021a). There is one aspect of the Gibbs model that could be argued as both a benefit and a limitation, that is the level of detail in its structure. It has the potential to produce an in-depth report that includes both critical and emotional reflection, however, if an individual rushes through or sees this method as a tick-box exercise it could lead to a superficial reflection (McLeod, 2025). This could limit professional development due to practitioners focusing on completing a task rather than examining their experience in a critical way, which may lead to an ineffective solution to the problem.



Figure 1: (Corr, no date)

Driscoll's Model

Driscoll's reflective model (1994) is a structured framework that can be used to assist in the process of reflection. It is based around three questions, 'What?', 'So what?', and 'Now what?'. This encourages practitioners to explain the experience of a situation, the implications of it and what actions they are going to take to improve the situation (Driscoll, 1994, cited in University of Edinburgh, 2021b). The key benefit of this model is its simplicity, by only having three simple steps it creates a clear and concise plan of action for its users. For this reason, it is mostly used in education and healthcare because it is relatively quick to use and is easier to remember than other models (Greene, 2024). Despite its simplicity being a benefit of this model, it could also be seen as a limitation as it may result in a lack of depth in the reflection and therefore the individual may not have the most effective results.



Figure 2: (Corr, no date)

Comparison

Both Gibbs' (1988) and Driscoll's (1994) models of reflective practice are widely used within education, as they are easy-to-use frameworks that support professional development and learning through reflection.

Despite both using structured frameworks, they differ in the amount of detail that they use, Gibbs uses a six-stage cycle, whereas Driscoll uses three questions. Driscoll's use of three questions makes it an easy-to-use model as it is easy to remember and can be used quickly (Greene, 2024), however, the reflection may lack critical depth which the Gibbs model easily allows by having a detailed step-by-step plan, however, it may be overly complex for some individuals to use effectively. A key advantage of Gibbs' model is that it includes the reflection of emotional response through the feelings stage (McLeod, 2025). This suggests that emotional responses can influence decision-making and professional practice, and that practitioners should recognise their emotions as a contributing factor in why an experience happened.

The biggest limitation for the Gibbs model is that it requires educators to have sufficient time to complete the full cycle to an adequate depth and detail, where that is realistically not possible. Practitioners already have a high workload with tight time limitations (National Education Union, 2025) and therefore may not have the time or energy to follow such a detailed reflection, whereas the Driscoll model's simplicity means it is less time-consuming, which could help reduce stress and prevent burnout (Southwest General Health Center, 2026), nonetheless, its simplicity could lead to an insufficient reflection due to the potential oversimplification of situations, in comparison to Gibbs' detailed reflection.

Conclusion

Overall, both models have several benefits and limitations that depend on the individuals' needs and situation. If they are willing to sacrifice time for a more in-depth plan then the Gibbs model would be a more suitable choice, or, if they are willing to sacrifice detail in favour of accessibility and the possibility of more frequent reflecting then the Driscoll model would be the better choice.

Link to PowerPoint of Poster



ECEY4014 Reflective
Practice Poster 26092

Reference List

- Brock, A. (2014). *The Early Years Reflective Practice Handbook*. London: Routledge
- Cigala, A., Venturelli, E. and Bassetti, M. (2019). Reflective practice: A method to improve teachers' well-being. A longitudinal training in early childhood education and care centers'. *Frontiers in Psychology*, 10, Article 2574. doi:10.3389/fpsyg.2019.02574.
- Corr, E. (no date). *The Difference Between Gibbs and Driscoll's Model of Reflection. Help with nursing assignments* [image]. Available at: <https://helpwithnursingassignments.co.uk/blog/difference-between-gibbs-and-driscoll-model-of-reflection>. (Accessed: 14 October 2026).
- Dewey, J. (1933) *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. Boston: D.C. Heath & Co.
- Greene, J. (2024) 'Driscoll model of reflection', *EBSCO Research Starters*. Available at: <https://www.ebsco.com/research-starters/health-and-medicine/driscoll-model-reflection> (Accessed: 12 October 2026).
- Mathew, P., Mathew, P. and J. Peechattu, P. (2017). Reflective practices: A means to teacher development. *Asia Pacific Journal of Contemporary Education and Communication Technology (APJCECT)*, [online] 3(1), pp.126–127. Available at: https://d1wqtxts1xzle7.cloudfront.net/63819236/13_APJCECT_Feb_BRR798_EDU-126-13120200703-3611-awpbi1-libre.pdf?1593787180=&response-content-disposition=inline%3B+filename%3DREFLECTIVE_PRACTICES_A_MEANS_TO_TEACHER.pdf&Expires=1791717219&Signature=GRjS0c7oLPR5gGiCxGIRx2gc4eQ01R6O4kfva4o82jr1SjMhB2XQDamDS3jBGHdz5vaBwiXAltHxCvIT8vTO7vwjKm8LIfo5wn2E9mD8g3DVpbf5dpLKXXe-vb8aZOZOYSF-31J~jzw3rNzqkhyNMRRFjHWSSr1rTqul175stPR9xc662ehgZuFnqAEz4Zy2sXdsOJI9FcgtmSzkjs~0vTO2PjouZ7~4L9xIToXRTgwd8Hh~7-n86XybQwlc6q4Gwl9~ui3IENNUbOSMB~6OEjBbypiBzxLfX2KwL0aZnjfhn0M

- nFzlmxJlrtDUlt8QvqMipbBvon4H2io-GHoqJg__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA (Accessed: 11 October 2026).
- McLeod, S. (2025). *Gibbs reflective cycle*. [online] Simply Psychology. Available at: <https://www.simplypsychology.org/gibbs-reflective-cycle.html> (Accessed: 13 October 2026).
- National Education Union (2025). *Teachers' workload and working hours | National Education Union*. [online] National Education Union. Available at: <https://neu.org.uk/advice/your-rights-work/teachers-workload-and-working-hours> (Accessed: 13 October 2026).
- OECD (2021). *OECD Early Childhood - Starting Strong: Mapping quality in Early Childhood Education and Care*. [online] quality-ecec.oecd.org. Available at: <https://quality-ecec.oecd.org/policy-levers> (Accessed: 11 October 2026)
- Schön, D.A. (1983). *The reflective practitioner: How professionals think in action*. Aldershot: Ashgate.
- Southwest General Health Center (2026). *How time management can reduce stress and support your health*. [online] Southwest General. Available at: <https://www.swgeneral.com/blog/2026/february/how-to-use-time-management-to-reduce-your-stress/> (Accessed: 13 October 2026).
- Toole, L. (2023). *The importance of reflective practice in early years*. [online] Showcase Training Ltd. Available at: <https://showcasetraining.co.uk/2023/12/06/the-importance-of-reflective-practice-in-early-years/> (Accessed: 11 October 2026).
- University of Edinburgh (2021a) *Gibbs' Reflective Cycle*. Reflection Toolkit. [online] The University of Edinburgh. Available at: <https://reflection.ed.ac.uk/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle> (Accessed: 13 October 2026).
- University of Edinburgh (2021b) *What? So what? Now what?* Reflection Toolkit. [online] The University of Edinburgh. Available at: <https://reflection.ed.ac.uk/reflectors-toolkit/reflecting-on-experience/what-so-what-now-what> (Accessed: 13 October 2026).
- Welsh Government. (no date). Hwb: Early childhood play, learning and care: Reflective practice toolkit 2. [online] Available at: <https://hwb.gov.wales/api/storage/a8d10028-25ae-4d94-ad18->

0247286ce822/early-childhood-play-learning-and-care-reflective-practice-toolkit-v1.pdf (Accessed: 11 October 2026).

Part 3 – What makes a professional practitioner?

A professional practitioner in early years education has a range of responsibilities, all of which aim to support and promote children's development and learning. They are qualified individuals who provide high-quality care, learning and development opportunities for children from birth to five years old using evidence-based knowledge (Skills England, 2026). Effective practitioners must be able to identify and meet the diverse needs of children and their families, be open and adaptable to new ideas and change, and have a strong sense of values. These qualities contribute to effective practice by enabling practitioners to use their professional knowledge, collaborate effectively with others, and use reflective decision-making to support children's individual needs (Gasper, 2015). These professional attributes support the development of positive relationships with families, allowing practitioners to adapt their knowledge and approaches to meet individual family needs.

The significance of professional practice is highlighted by the Early Years Foundation Stage Framework (EYFS), which emphasises the role of a professional practitioner in supporting children's learning, development, safeguarding, and welfare (Department for Education, 2026a). Similarly, the United Nations Convention on the Rights of the Child (UNCRC) provides a foundation for professional practice by recognising the rights of children to participation, protection, and equity.

This assignment will explore the importance of professional values, effective communication and multi-agency working, and observation-informed planning, while evaluating how they contribute to meeting the needs of children in early years education.

Professional values are the standards, ethics and beliefs that underpin professional practice which guide and inform practitioners to make decisions in the best interest of children. In early years education, these values include care, equality and inclusion, respect, confidentiality and child-centred practice (Powell, 2010; The Children's Trust in North East Lincolnshire, 2016; Johansson and Einarsdottir, 2018). Professional values differ from laws and rules because laws create boundaries and requirements whereas values are what guide ethical decisions, as argued by the CIPD (2023). This suggests that effective practice requires more than simply complying with legislation and that a practitioner should use their professional values

to interpret policies to respond effectively and appropriately to situations and best support the needs of the child and their wellbeing.

One of the most significant professional values is inclusion and diversity. Inclusive practice aims to ensure all children, regardless of their background, abilities or needs, can participate and achieve. Practitioners should value diversity, support every child and remove barriers to participation (Early Years Alliance, 2025). The importance of this value is reinforced by the EYFS (2026) which emphasises that practitioners should provide “equality of opportunity and anti-discriminatory practice” (Department for Education, 2026a). This is further reinforced by the Equality Act 2010 which requires organisations to “take steps to meet the needs” of individuals with protected characteristics. When applied in practice, this means that practitioners should remove barriers to learning and adapt their working environment to ensure all children have the same access to learning and development.

The significance of this value is further emphasised by the UNCRC (1989). Article 2 establishes children's right to protection from discrimination, while Article 3 requires that the best interests of the child need to be the focus in all decisions that affect them. These principles further emphasise practitioners' responsibility to create an inclusive environment where individual differences are recognised and respected. This is especially important when working with children with additional learning needs. The SEND code of practice (Department for Education and Department of Health, 2024) states that all children regardless of their needs are “entitled to an education that enables them to achieve the best possible educational and other outcomes”, further emphasising the importance of inclusive practice in education. The SEND code of practice also demonstrates the importance of observation and responsive practice when discussing inclusive practice. By observing and assessing all children it allows for the early identification of children who need additional support. Early intervention and appropriate support can significantly improve developmental and educational outcomes by creating individualised support which removes barriers to learning that an ALN child may face in a standard learning environment. In order to provide inclusive support and identify additional needs at an early stage, practitioners must use effective observation and assessment processes. Observation therefore becomes a key aspect of professional practice in meeting children's individual needs.

Observation is a fundamental aspect of effective planning because it helps practitioners to understand the children's interests, development and progress (Early Education, 2021). For this reason, planning should be informed by observations to create a learning environment that has the interests and needs of the children as the centre of focus and create appropriate support to remove any barriers or difficulty a child may have to learning, rather than following a predetermined curriculum. This is supported by the EYFS (2026) which argues that observations should be a useful and meaningful tool for practitioners rather than being seen as mandatory paperwork.

As mentioned earlier, observation-informed planning places the child at the centre of the learning and planning. Early Education (2021) argues that "effective practice starts with the child", further supporting the view that planning should come from practitioners' observations of the child's interests and experience with learning and not from a predetermined curriculum. This reinforces the value of responsive planning to meet the individual needs of children in education because children develop and learn in different ways.

Article 12 of the UNCRC (1989) states that children have the right to express their views and be taken seriously, especially when a decision concerning them is made. By using observation-informed planning a practitioner can support this right by incorporating the children's interests and preferences into their learning environment. This also promotes children's participation in their own learning and development and creates more meaningful experiences for the children.

Additionally, observation-informed planning contributes to continuous development and improvement. The Birth to 5 Matters Observation, Assessment and Planning cycle (2021) explains that in order to create effective and relevant support and opportunities for a child, a practitioner must first observe and then assess children. This suggests that observation and planning should be used as one connected process, as opposed to two separate processes.

However, observations can be influenced by practitioner bias (Louis and Betteridge, 2020). To combat this, practitioners should collaborate with parents and colleagues to obtain a broader understanding of the child from different perspectives, to create the best support for their learning (Department for Education, 2021). By including multiple perspectives, practitioners can make more informed decisions and planning choices to meet the individual needs of the child.

Communication with parents and families enables practitioners to gather valuable information which helps gain a better understanding of a child's needs, allowing for more effective and individualised support for the child's learning and development (Early Education, 2021). The EYFS (2026) states that children benefit from strong partnerships between practitioners and families, highlighting the importance of effective communication in supporting children's learning and wellbeing.

Communication is also key to effective multi-agency working. The importance of different professionals working together is emphasised by the Department for Education (2026b), which explains that multi-agency working helps in protecting and promoting the welfare of children. Similarly, the SEND code of practice further emphasises the need for education and health and social care workers to work collaboratively to provide the appropriate support (Department for Education and Department of Health, 2024). This demonstrates that children benefit from multi-agency working, especially those with additional learning needs, as it allows for a deeper understanding of the child which can help develop more effective support for the child's individual needs and allow for earlier identification of additional needs or interventions.

Effective communication and multi-agency working also support children's rights under the UNCRC (1989). Article 3 states that the best interests of the child should be the primary consideration in decisions affecting them, while Article 12 recognises the child's right to express their views and for them to be taken seriously. In practice, effective communication allows practitioners to listen to children and their views, enabling them to participate in decisions that affect them, while multi-agency working ensures that the wellbeing of the child is the main priority when making decisions regarding their education and development.

However, the most significant challenge with multi-agency working is concerns regarding confidentiality. The Department for Education (2026b) emphasises that effective multi-agency working relies on sharing information between professionals to protect and promote a child's welfare, therefore practitioners must make decisions on the appropriate information that needs to be shared with other professionals or colleagues. If the appropriate information is not shared, that could result in a child with additional learning needs being overlooked and not gaining the support they need. Alternatively, if an excessive amount of information is shared it could impair trust built with families. Therefore, practitioners must balance confidentiality concerns

with their responsibility to act in the child's best interests (UNCRC, 1989), while ensuring the relevant information is shared appropriately to safeguard and promote children's welfare (Department for Education, 2026b).

In conclusion, professional practice is vital in meeting the needs of children in early years education. Professional values, particularly inclusion and diversity, provide the ethical foundations for practice, while observation-informed planning ensures that practitioners are reflective and responsive to children's individual needs and create learning environments that support the children's individual needs and interests. Communication and multi-agency working further strengthen appropriate support for children by allowing collaboration between families and professionals. Overall, professional practitioners are essential in supporting and promoting children's learning, welfare and participation through child-centred practice.

Reference List

CIPD (2023). *The profession map / professional values and purpose*. [online] CIPD. Available at: <https://www.cipd.org/uk/the-people-profession/the-profession-map/explore-the-profession-map/professional-values-purpose/> (Accessed: 21 October 2026).

Department for Education (2021). *Help for early years provider: Working in partnership with parents and carers*. [online] GOV.UK. Available at: <https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/working-in-partnership-with-parents-and-carers> (Accessed: 23 October 2026).

Department for Education (2026a). *Early Years Foundation Stage Statutory Framework for Group and school-based providers setting the standards for learning, development and care for children from birth to five*. [online] GOV.UK. Available at: https://assets.publishing.service.gov.uk/media/6a5f8e4fb00f3323bf1a23a1/EYFS_group_and_school_based_from_September_2026.pdf (Accessed: 18 October 2026).

Department for Education (2026b). *Working together to safeguard children*. [online] GOV.UK. Available at: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> (Accessed: 23 October 2026).

Department for Education and Department of Health (2024). *SEND code of practice: 0 To 25 years*. [online] GOV.UK. Available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> (Accessed: 21 October 2026).

Early Education (2021). *Learning and development. Observation, assessment and planning*. [online] Available at: <https://birthto5matters.org.uk/wp-content/uploads/2021/03/Explaining-the-OAP-Cycle.pdf> (Accessed: 23 October 2026).

Early Years Alliance (2025). *Equality and inclusive practice*. [online] Eyalliance.org.uk. Available at: <https://www.eyalliance.org.uk/advice-and-information/early-years-practice/equality-and-inclusive-practice/> (Accessed: 21 October 2026).

Equality Act 2010. Available at: <https://www.legislation.gov.uk/ukpga/2010/15/contents>.

Gasper, M. (2015) 'Professional Practice and Early Childhood Today', in: Reed, M. and Walker, R. (eds.) *A Critical Companion to Early Childhood*. London: SAGE Publications, pp. 254-268.

Johansson, E. and Einarsdottir, J. (2018) *Values in Early Childhood Education*. Oxon: Routledge.

Louis, S. and Betteridge, H. (2020). *Unconscious Bias in the Observation, Assessment and Planning Process*. [online] Early Years Foundation Stage Forum. Available at: <https://eyfs.info/articles.html/general/unconscious-bias-in-the-observation-assessment-and-planning-process-r338/> (Accessed: 23 October 2026).

Powell, S. (2010) 'Hide and Seek: Values in Early Childhood Education and Care', *British Journal of Educational Studies*, 58(2), pp. 213–229.

Skills England (2026). *Early years educator*. [online] Available at: <https://skillsengland.education.gov.uk/occupations/OCC0135-v1-5> (Accessed: 18 October 2026).

The British Association for Early Childhood Education (2011). *Code of Ethics*. [online] *Early Education*. Available at: <https://early-education.org.uk/wp-content/uploads/2021/12/Code-of-Ethics.pdf> (Accessed: 21 October 2026).

The Children's Trust in North East Lincolnshire (2016). *Standard 1: Understand the principles and values essential for working with children and young people*.

[online] Available at: <https://www.nelincs.gov.uk/wp-content/uploads/2016/02/Standard-1-Workbook.pdf> (Accessed: 21 October 2026).

The United Nations Convention on the Rights of the Child. (1989). *United Nations Treaty Series*, Available at: <https://www.unicef.org.uk/wp-content/uploads/2016/08/unicef-convention-rights-child-uncrc.pdf> (Accessed: 17 October 2026).