

What have I learnt so far / NVQ level 3 childcare and education, HLTA Status.

What do I want to develop: I would like to develop my digital skills; this will also develop my confidence as I am not confident with my current IT skills and feel this could hold me back. My Future plan is to become a teacher.

Objective / Gwrthrychol	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?)
Digital skills- including using the University library, the use of Microsoft apps, the use of power point, word, excel and the use of software that I need to support my studying to gain my BA Early Years and Care degree.	Book a study skills session with the university library at the earliest convenience. On the 3.10.23 I had my online assessment with DSA to see if they could support me in reducing my anxiety during my studies. They suggested a personal laptop and software to support my studies. After I receive my new laptop provided by DSA, I will be booking online 2 hourly sessions that they supply and recommend introducing me to the new software and how using this recommended software will support me during my studies.	A new laptop, printer, and software that is suggested to support me. Training sessions on how to use the equipment and the software that has been provided.	I am hopeful that the equipment will be provided in the coming weeks, and I aim to complete the training by November. I will aim to achieve my targets of improving and gaining confidence using digital skills by December 2023.	Organise myself to ensure I allow time to complete the training of the software as soon as I receive the laptop. I will use the October half term to practice using the software and if more training is needed organise to do so at once. I will also ask for video recordings of the training to watch again if needed. If at the beginning of November, I do not feel more confident I will contact the university Library to arrange another study skills session. I will check for feedback from my tutors to identify areas that I may still need to improve when I receive module feedback from Turnitin.
Primary school teacher qualification.	Qualify for the current degree by 2025, apply for the PGCE or equivalent in 2024. Re sit my Science GSCE as I require grades C and above.	Discuss with careers advisor the best ways of progressing into becoming a qualified teacher. I will need to research into funding for the PGCE and I will need the support and agreement of the head teacher in advance of this course. researching how I will re sit my Science GSCE before beginning the PGCE.	I would like to complete my studying and become a qualified teacher by 2027.	I will need to complete my current degree by 2025, I will need to apply and be accepted to do my PGCE in 2024 in advance of starting the course the following year in 2025.
To improve my understanding of writing the new	Meet with the school ALN coordinator and arrange shadow sessions to	Support of ALN coordinator, reading and familiarising myself with the new	I would like to achieve this by end of this year, December 2023	I will draft a practice copy of the new IDP and will ask the ALN coordinator to go through it and make sure I am correct with how they are written. I will reflect on the feedback, any adaptations, or

IDPs for children with ALN.	improve my knowledge and understanding	documents- One-page profiles, the smart targets of the child and outcomes. Refresh my knowledge of earlier courses attended and re read my notes and look through my power points from the training.		corrections that I may need to do to improve will be reflected. Review with ALN co one month later. If options of shadowing the ALN coordinator is available arrange session
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What is reflection and Reflective practice?	Why is reflective practise important to Early years practice?
Reflective practise is at the heart of a structured cycle of self-observation and self-evaluation for continual learning, which is intentional reflection. It is essential to successfully continue professional development and improve a person's teaching abilities. The term "reflective practise" has been used frequently for more than a century and Dewey (1933) was one of the first to recognise reflection, as a specific method of thinking about the world a form of thinking in and of itself. Although Dewey's idea represented a significant break from earlier ideas about learning, the concept did not really start to catch on until the 1980s. The concepts introduced by Schon (1983), and Kolb (1984) were among the most well-known to do so. Gibbs (1988) and later individuals like Driscoll (1994) adopted these beliefs.	Reflection is an important part of your practice and is suggested by Pacey (2016) that it benefits the children around you, the parents, and guardians. Consequently, benefiting you personally and professionally. Reflective exercise methods and techniques helps you to maintain and continuously improving your knowledge and skills, improving child outcomes via observations and ongoing improvement. According to Pacey (2006) reflective practice enables the more specific requirements to be achieved, and to gain self-confidence and a favourable sense of interaction. Including the decision making of appropriate resources for them and opportunities and experiences inside the classroom and outdoor learning. It is suggested by Pacey (2006) that the process is also useful for parents and guardians because they can see the changes and adaptations that you improvise, and they can be reassured that the care you provide is of high quality and working towards constantly improving and specifically identifying needs of each child. Constantly reflecting on your practice enables you improve your skills while increasing your confidence and motivation. It can help you focus and own your practice and settings, Identify professional development needs and helps in setting goals The outcomes will then improve, making you more efficient and improving your setup increases good reputation that allows you to more clearly demonstrate your results and therefore provide evidence to Ofsted, ESTYN and CSSIW and Quality of Care (Wales) where you can work well with others also it promotes teamwork which again is claims by Pacey(2006). According to an article from Birth to Five Matters (2021) Practitioners can get a critical awareness of their own profession using reflective practise. This will help professionals to learn the methods, techniques, and skill sets required to ensure that children make the most of their opportunities in their learning and development. Additionally, it will be helpful in improving the practitioner's confidence to take more responsibility and offer better care and guidance in the setting.

source-Mcleod, S. (2023). *Kolb’s Learning Styles and Experiential Learning Cycle*

Source- Sheryl Third, R. and Ece, C, B.A. (2022). 3.3 Donald Schon. *ecampusontario.pressbooks.pu*

There are several models of reflective practice from the quite simple to the overly complex versions. Kolb's Learning Cycle (1984) is a successful demonstration of reflective practise. There are four main elements as shown above in the image of the cycle. First the concrete experience and can be form of learning experience, an interaction or even an observation in the early years. An opportunity afterwards to reflect on what happened which is the second element of the cycle. This element is where you analyse what happened, could it have been adjusted to suit the needs of the children, could it have been done differently. Did any questions come up because of the concrete experience. The third element of this cycle is known as the abstract conceptualisation which is when the links are made between experiences and reflecting on wider knowledge, for example the child and their development and how they learn. The final element of this cycle is the active experimentation, and this is what you plan to do the next time, using what you have already learnt to make adaptations to the learning opportunities in the future. Which ways adapting and changing can impact on the learning experiences for the child. Kolb (1994) claims this is the most successful form of reflection.

The late Donald Schon's major contributions to professional education was the significance of reflection in the learning process (Schon 1983). Schon examined how people practised their professions and divided reflection into two distinct types: reflecting-in-action and reflecting-on-action. Professionals can alter the situation or task they are working on as it occurs by using a process called reflection-in-action, sometimes known as

"thinking on our feet." Schon (1983) believes that by "reflecting-in-action," professionals perform "experiments" that help in the development of a fresh understanding of the experience as well as a change in the situation at hand. It usually has something to do with being amazed or surprised... Reflection-on-action is the process of thinking back after an experience, situation, or event has occurred. When professionals "reflect-on-action," they take into account what happened in that situation, the reasons behind the things they did, whether they might have done in a unique way, etc. Professionals are said to be engaging in reflection-on-action when they examine different methods to improve their practise following reflecting on their experiences. Schon (1993).

Schon's and Kolb's contributions to the study of learning and the study of professional development demonstrate both the importance of experience and the importance of reflection. There are Similarities to the models, both planning the experiences and both evaluating the experiences. The difference is that Kolb's model reflects during observations but does not act immediately whereas Schons model would be to decide how to act and make the changes as the experiences are happening. The positive points to consider on this factor is that Schons model- if acting immediately does not always give the full potential for learning experiences that was initially planned as the learning experience is cut short and evaluation is not to its full potential. However, if the experience was heading in the direction of danger or harm then acting immediately to defuse a situation from happening is also better practice and proves professional experience of the staff making the observations.

Conclusion. The use of reflective practise can help you learn better as a student, at your place of work, and in personal life. The reflective practise method will ultimately save you time, by reflecting and actively recording observations future changes to the activity, the environment, the staff, the children, are all considered during the evaluation and the positive aspects can be re used, added to or emphasised and the negatives and the things that did not work and the aspects that need that fine consideration. How can this be adapted; how will I change this for next time? What could I have done it differently. The Kolb's cycle I would consider as the better model for purpose in classroom settings that I would use, however in the daily life as a Nursery class teacher, I know that I follow more of the Schon model daily as the needs of three- to four-year-old children continuously need supervision and I reflect on experiences and adapt as they happen to insure the children get the best of the activity and experience and I keep them safe whilst they explore and learn through play.

The meaning of a professional practice would be a practice that demonstrates professional knowledge, expertise, competencies, values, beliefs and having the relevant skills and qualities, within a framework of agreed standards. A practice that can manage inclusive, demanding, safe learning environments, and put fair and equitable behaviour management policies into action. Longford (2017)

Professionalism is the way a professional conduct themselves, this needs to be a consistent mode of behaviour. Professionals working in classroom environments need to be knowledgeable in their subjects and able to instruct children at age-appropriate levels. They also need to collaborate with other educators to prepare lessons that follow the curriculum.

Being a Professional creates a respectful work environment. A professional teacher should show respect to the children, their families, carers or guardians and other staff and team members . A professional teacher should also respect themselves by being honest with their own feelings and needs at work are requirments suggested by Gargi (2023)

Pacey (2015) believes a professional practitioner is honest, reliable, and dependable, respectful with integrity and values the views and beliefs of others. They are accountable and can answer to their actions or decisions. They are lawful and follow laws, regulations, and guidelines along with being objective and fair, in their role they should be reflecting on their practice making changes in the best interest of the child. They should be confident in their role and sets a good example to others.

Gardi (2023) suggests a professional working within the early years would be working with children of a young age and therefore needs to be of a caring nurturing nature . Also being flexible and adaptable, they should practice reflection and are able to make changes so that you can adjust your teaching style suiting the needs of each child. It is vital to create a safe environment for all of the children, school to some children is their safe place therefore home from home environment where children feel safe and cared for is required.

The goal of Social Care Wales (2017) is to enhance the quality of care and education provided to children by registering settings and placements and raising standards in the early years sector. The practitioners' skills will be improved, and the children will benefit from improved outcomes.

Social Care Wales (2017) have the following statements that make up the Code of Professional Practise for Social Care in Wales: There are guidelines to follow and expectations of high quality to be reached. There are requirements for professional behaviour and practise, demanded of people working in the social services occupation in Wales. The Code is important in promoting knowledge of the expected behaviours as well as conduct that the profession requires. The purpose of the code of practice for social Care Wales is that the guidelines for behaviour and practise is the followed. Furthermore, it is included in the larger bundle of rules and guidelines for conduct and the practises of employer's protocols that social workers should convene.

The goal of the industry standards by offering a framework for continuing education, encouraging enhanced practise via reflection and teamwork, and guaranteeing excellent instruction, learning, and evaluation, the Welsh Government (2017) professional standards seek to advance the professionalism of practitioners in Further Education and Work Based Learning.

Pacey (2015) believes in an approach that is centred on the needs, rights, and opinions of the child. Diversity, individuality, and uniqueness are cherished and celebrated. The wellbeing and health of children are actively encouraged. It is acknowledged that resilience, self-worth, and a positive self-image are critical to a child's growth and development. Unless a child's safety and welfare are in jeopardy, agreements about confidentiality and sensitive information are respected. Anti-discrimination laws and equality of opportunity are supported. Children's physical and personal safety is protected, but risk and challenge are allowed in proportion to the child's capacities providing it is safe to do so. Professional expertise, values, and talents are shared suitably to enhance children's experiences on a larger scale. In order to achieve best practises, it is advised to reflect and always look for ways to improve. Pacey (2015)

According to Gov.uk (2022) Building strong bonds with children, parents and carers makes it possible for individuals to collaborate effectively in order meet the needs of children and the families or carers who support them. It is critical to be considerate of others' beliefs and to act with kindness and respect. It is important to gain the trust o the parents. Parents or carers know their children best therefore building a good relationship enables Communiations and insights into their child's development that could help identify needs early and help build the right support pathway for their child.

Effective safeguarding and child protection require multi-agency collaboration. (Sidebotham et al, 2016). Children and their families will use a variety of services over the course of their lives. It is vital that practitioners work together to gain a full overview of a child's situation and have a co-ordinated approach to support each child is the guidelines of NSPCC (2019).

Michael Gasper is an early year's consultant and multi-agency researcher, Gasper (2009) has a strong belief in the value of multi agencies working together. The main benefit of multi agencies working together according to Gasper are that the individual has a better chance of being heard, their needs are more likely to be identified, needs of the whole family are identified and dealt with, resources are more focused avoiding duplication and agencies working collaboratively saves time, money and their actions complement each other. Gasper (2009) argues that errors continue to arise, and tragedies happen because of professionals failing to communicate. Baby P is just one example of the tragedy.

As practitioners there are national Wales Safeguarding Procedures that mut be followed, they detail the essential roles and responsibilities of every practitioner to ensure that they safeguard children and adults who are at risk of abuse and neglect. Each practitioner has a duty to follow these guidelines without exception, it is a legal requirement to report all safeguarding concerns immediately, failing to do so is against the law. Safeguarding Wales (no date)

Safeguarding law Wales (2021) argues that Local authorities in Wales are also under a duty to decide to promote co-operation with a range of relevant partners (such as the local police body, local health board and NHS Trust) regarding safeguarding children from abuse and neglect as well as a number of other issues connected to their overall wellbeing.

Planning should be sparked by observation, which is a crucial part of your work. Assessment is possible through careful examination of the observations. In order to ensure that each child advances at the right rate and receives the necessary challenges and assistance along the way, assessment is a critical component of education. Early Years Wales (2020)

Gov.Wales (2017) introduced the new curriculum for Wales with a clear description of our priorities for a comprehensive and well-rounded education and may be found in the Curriculum for Wales Framework (Framework). Our goal for each child and young person in Wales, as outlined by the four curricular purposes, is at the centre of it.

ambitious, capable learners, ready to learn throughout their lives
enterprising, creative contributors, ready to play a full part in life and work
ethical, informed citizens of Wales and the world
healthy, confident individuals, ready to lead fulfilling lives as valued members of society
The new curriculum aims to offer a broader, more rounded education with an emphasis on the experiences children get, not just the knowledge and skills.

Observation is the process of watching and listening to children to understand about their development, their interests, and the lessons they are learning from play and available experiences. To determine whether a child's development is at the expected stage, whether resources and equipment are appropriate for the child, and to focus on future provisioning that will support the child's development of new interests, skills, and knowledge, it is important that parents and practitioners share their expertise about each of these areas. Early years Matters (2021).

Early years matters (2021) discuss the two main types of assessment in the Early Years Foundation Stage (EYFS) are ongoing assessment and formative assessment. During an ongoing assessment, teachers decide what the child has learned and what they can do each day to assist them progress in their education. Because it influences the subsequent actions that are planned with the child and it is frequently referred to as "formative" assessment. Two "summative" assessments, a different kind of evaluation, are included in the Revised EYFS. First, an assessment is conducted when a child is between 24 and 36 months old. The results are documented, and parents and educators use the data to determine the child's strengths and learning requirements. The second evaluation is conducted towards the conclusion of the Early Years programme.

The purpose of the UNCRC (2023) is to increase the understanding of the United Nations Convention on the Rights of the Child (UNCRC) and enables organisations to assess their own practises in relation to the UNCRC; the 54 articles of the Convention outline the civil, political, economic, social, and cultural rights that every child worldwide is entitled to and address all aspects of a child's life. It also emphasises the need for cooperation between governments and adults to guarantee that each child can use their rights. Children are made aware of these rights through careful planning and ensuring that they are fully aware of their rights.

In conclusion it is vitally important that everyone works together to ensure that every child is supported, protected, and made to feel respected and important. We need to be aware of their physical and emotional needs, we need to Provide a stable and secure environment for them, show affection, empathy, and emotions, and show them patience. We need to Respect their individual personalities and take a genuine interest in their lives, listen to them, and talk about things that matter. Showing them praise of their efforts and achievements and continually providing them with a good role model. We can not work alone it is a team effort and the staff working alonhside you, the parents and guardians, the children themselves and the multi agencies must work together and communiacte effectively and appropriately.

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