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3000-word portfolio –the professional practitioner. (ECEY4009).

Personal development plan: A plan that I think will help me achieve my goals in becoming a professional practitioner

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500 words.

No.	Improvement and development goals.	Success criteria (how will I know when I have made the change)	The actions I will take to achieve the goal.	What will this help me to achieve?	Timeline.	Achievement.
1.	Gaining more confidence in holding discussions with families and the relevant outside agencies within my role as a parent group facilitator.	Receive positive feedback from my mentor that I am confidently holding discussions on areas that I am knowledgeably aware of or seeking the relevant advice from outside agencies if the advice needed is unknown. Reflecting on my own practice and meeting my targets	Constantly ask for support within my team with difficulties that may arise, attend the relevant courses on the subject areas I am struggling to discuss, practice with my work team and make a daily plan.	A positive relationship with families and outside agencies benefits the service I am delivering.	Ongoing.	A positive term review with mentor.

		in my workplace.				
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2.	Attending PACE training workshop.	3.	Attend PARIS training	Can successfully use PARIS to upload family contact information and attendance registers, share appropriate information with outside agencies using the PARIS database.	Discussing with my manager how attending the course will benefit me and take the workload off my colleagues and apply for funding	This will help me to fill out relevant paperwork and documents and to be able to share relevant information/worries with outside agencies who need to be informed.	6/8 months	A certificate of attendance and the confidence to use this database.
3.	Attend PARIS training	Can successfully use PARIS to upload family contact information and attendance registers, share	Discussing with my manager how attending the course will benefit me and take the workload off my	This will help me to fill out relevant paperwork and documents and to be able to share relevant information	6/8 months	A certificate of attendance and the confidence to use this database.		

		appropriate information with outside agencies using the PARIS database.	colleagues and apply for funding	tion/worries with outside agencies who need to be informed.				
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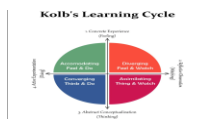
4.	Using more Welsh language daily	My own reflection and discussions with my work colleges reflecting on whether they have noticed my more frequent use of the Welsh language.	Source an introduction to Welsh course, practice daily. read Welsh books and stories with my children at home	Introducing Welsh language into my daily life will encourage the children I care for in creche to say some simple Welsh words and phrases and will equally help my children with their Welsh homework	ongoing	Holding conversations in Welsh, understanding, and speaking more of the Welsh language everyday
5.	Being more confident to sing nursery rhymes/read stories Infront of parents and children attending stay and play sessions	Singing clearly and confidently in a group.	Practicing with peers and my own family, trying to source some song/story time	confidently singing in a group will create a lovely fun environment which will benefit families and even	ongoing	Happy, fun, and engaged groups of families who have learnt lots of exciting new nursery rhymes, stories, and songs.

			practice workshops	encourage them to have a go at home.		
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Amy Williams. 2307162. 982 words

What is reflection and reflective practice? Schön (2015) suggests that reflective practice is 'the ability to reflect on ones actions so as to engage in a process of continuous learning' Reflective Practice is a process in which one can critically examine one's practice to improve them, it is suggested that it develops one's self-awareness, contributes towards ongoing learning and development and enables one to analyze their own methods and consider and question approaches. It is argued that if one looks through a reflective lens one can improve and adjust their practice and decision making, equally one can recognize their strengths Aswell as their weaknesses. It can be seen as a process of seeing and being Aswell as problem solving and reasoning one can change and improve things when they look at what went well and what did not. Sicora (2017) argues that these situations where one must reflect on practice can be turned into positive learning experiences

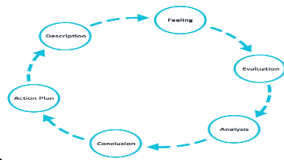
Why is reflective practice important to EY practice? Reflective practice in early years can be seen as essential it aids caregivers to give better quality of care to children and families, continually reflecting on one's practice enables the care they give to be the best they can offer, responding to changes in policies and practices can be seen to inform and develop practice. It enables the practitioner to make informed decisions that will benefit one's environment, whether that is the children, their families, or fellow employees. It is argued that if one analyzes their own methods in early years of care and considers and questions every aspect it will help the service and its ever-changing environment. Hargreaves and page (2013) suggest that when there is a problem within a situation or task then one should be reflective in their practice and the right actions should be put in place to avoid something happening again and for improvement and personal growth. Reflecting on practice in early years can be argued to have a positive effect and outcome in the children in one's care. It can be suggested that reflective practice is a deep-thinking process rather than on the surface (Marton, F. and Saljo, R.)



(Kolb, D.A. 1984)

Kolb's reflective model

Kolb's reflective theory is four steps and uses the and highlights the importance of reflection in the learning cycle. 1. Concrete experience, the concept of being involved in a new experience, 2. reflective observation, to think about the experience 3. abstract conceptualization, learning from one's experience. 4. active experimentation, constantly reflecting on practice and improving it. Kolb (1984) argues that you take your own reflections and thoughts after looking through a reflective lens and reflect deeply on what happened in the situation or area and ask yourself the following questions; What worked? What failed? Why did it happen? Why did this behavior take place? What can be done differently? How can I improve this? Kolb (1984) also argues that one should consult colleagues to get better understanding of a situation



(Gibbs 's 1988).

Gibbs reflective model.

Gibbs is a well-known reflective practice model, developed by Graham Gibbs. The model provides a structured cycle with six stages: ~Description, describe the situation or experience you want to reflect on. Feelings, explore and identify your thoughts and emotions during the experience. Evaluation- assesses both the positive and negative aspects of the experience, Analyse what went well and what did not go as planned. Analysis, Examine the experience more deeply, reflecting on and exploring the reasons behind the outcomes. Conclusion, summarize the key insights and lessons learnt from the experience Action Plan- Develop a plan for future action based on your reflection and apply one's new learning. By following Gibbs reflection, cycle one can engage in a comprehensive reflection, this process can be argued to promote personal growth and continual improvement, University of Edinburgh, (2020).

Analyzing Gibbs and Kolb's theories.

The difference in Gibbs and Kolb's theories is that Gibbs has Six stages whilst Kolb's has four. Gibb's cycle can be seen as an expansion on Kolb's model, Kolb's cycle is reflective for ongoing development and Gibbs is more structured to learn from one's experiences. Graham Gibbs formed his reflective cycle (Gibbs 1998) based on Kolb's experimental cycle (Kolb 1984) however Gibbs expressed that a full structured analysis and prompt questions should be asked at each situation and stage.

The theory of reflective practice

Donald Schon developed his practice theory on Dewey's work (1933), he suggests that one reflects on practice in action and on action, Schon suggests that reflecting in action requires one to act immediately, decide on this how one will act accordingly and consider the situation or task there and then ,following this the reflect on action Schon argues that one then reflects on the situation and should look back and reflect on what one must change for the future. John Dewey (1933) argues that we learn from reflecting on experiences, Dewey suggests that it is important for one to involve the learner. He had an idea that reflective practice is a learning process which creates growth and change within oneself. John Dewey's work was used to create Kolb's learning style who expressed that experience is the focus to the process of learning (Kolb 2015).

Conclusion:

On conclusion reflective practice can be considered a skill that requires one to look at situations in and on practice (HCPC standards) Aswell as reflecting on one's experiences, according to Cambridge university using reflective models within early years practice will benefit children in one's care and the whole environment of early years work. The reflective cycle enables things to work better and continually improve development and growth within oneself. It can be argued that reflection can be successful or done poorly, however it is a productive experience. Through one's research of several models and theorists it is strongly argued that reflection allows one to identify ways to improve practice and service delivery in early years. (Cambridge university.n.d.)Aswell as reflecting on one's experiences, according to Cambridge university using reflective models within early years practice will benefit children in one's care and the whole environment of early years work. The reflective cycle enables things to work better and continually improve development and growth within oneself. It can be argued that reflection can be successful or done poorly, however it is a productive experience. Through my research of several models and theorists it are strongly argued that reflection allows one to identify ways to improve practice and service delivery in early years. (Cambridge university.n.d.).

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1500 Words.

The professional practitioner.

Leeds Trinity university, (n.d.) state that professional practice in early years is working with young children, their families, and the practitioner's colleagues to ensure one is promoting the child's health and wellbeing and to enable the Child's safety and ensure the child has nurturing care. Professional practice ensures that children benefit from early years workers' experience's values and principles.

A professional early year practitioner must hold certain values and principles. It is strongly argued that an early year's practitioner must be empathetic, a good role model, open minded and inclusive to all, be able to conduct positive relationships with children and their families Aswell as outside agencies that may be involved with the child. It is also seen that social justice, integrity, trust, and respect are equally important values, they help the professional to identify a way of being and develop a practitioner's role in working with a range of agencies and to transform children's lives kirk, (2000). A practitioner must be able to follow safeguarding procedures and all relevant policies. Social care Wales (2019) has several aims and principles for children in Wales and will help a practitioner give the best care by following these 1, have a flying start in life.2,have a range of learning opportunities 3, the child should be able to enjoy a life free from abuse ,victimization and exploitation 4, have the opportunity to access play,5, the child should be listened to and treated fairly, 6, have a safe home and good emotional wellbeing,7,are not disadvantaged by poverty.

Communication and relationships are important for meeting the needs of children and their families in any aspect of care, good communication with a child's parents or carers is suggested to be essential, creating a relationship with the Child's family can allow a practitioner to get a deeper understanding of a child and their background and the practitioner should acknowledge the parents understanding of their child, being open and honest with parents if one has any concerns builds trust

and encourage families to cooperate -Communication with patients and those who are close to them ,(n.d.) .Effective communication enables parents and practitioners to understand and trust one another and has a positive impact on the child when they work together to support the child and their wellbeing and development(raising children Network 2019).

Early years practitioners must ensure that they have in-depth knowledge to be seen as a professional practitioner, early years education(2021) suggest that a practitioner must understand and observe each child's individual needs, to observe the child's Development so that the practitioner can assess the child's progress and the plan for what needs to be done next, this is how a practitioner can identify any need for additional support. They state how important it is to support a child to develop their identity and respect their culture, arguing that it is equally important to value and respect all children and their families/carers equally. UNICEF, (2023) states that two of the most important principles are that children have a right to be heard and a right to be involved in decisions that affect the child's life and environment, it is also argued that early years practitioners need to play a part in listening to children and promote and encourage children to have the confidence to have their voices heard when and where they feel they are not respected UNICEF, (2023).

The British association for early childhood education suggest that early year's practitioner should use the UNRC rights of the child 1991 and ensure One is implementing these rights within practice to ensure children's social, cognitive, physical development Aswell as the child's dignity, and the child's right to play and nourish in their environment. The UNRC has 54 articles it states that governments should work together to meet the needs of children which will aid in them reaching their full potential, according to UNICEF,(2023) the united nations rights of a child is a legally binding international human rights that establishes every child under the age of 18,s civil, political ,economic ,social and cultural rights. The aim is to recognize that every child is to grow up in peace, dignity, tolerance,freedom,equality and solidarity and more than twenty countries that work together to ensure these rights are being met.

A practitioner should have in-depth knowledge on safeguarding children the NSPCC, (2019) state that a one should protect children from abuse and maltreatment, be able to prevent harm to children and to ensure children grow up with safe and effective care and that a practitioner should take relevant action so that children have the best outcome in life. Practitioners should have the knowledge of following child protection procedures and how to raise concerns about a child in their care. The

social services and wellbeing act (2014) act as foundations and provide legal framework for improving the wellbeing within Wales for people who need care and support and to change social services within Wales, in 2011 Welsh government made UNRC law within Wales this means the government consider children's rights in everything they do.

Multiagency and partnership is an important part of professional practice in the early years, it aids in identifying concerns among young children and according to (contact,n.d.) it minimizes the risk of issues for the child later in life. Multiagency work is key to providing a good service to families and is argued to support the child's individual development and continuity of care (pacey.org.uk,2022). The EYFS framework suggests that there must be a responsibility for all involved in the child life to work together on what is best for the child the framework states that multiagency working allows all parties to share information and contribute to discussions to make decisions and what actions need to be taken and most importantly to support the child's learning and development, early years education(2021). Agencies may include the healthcare industry, education, social care and other childcare services.

Practitioners must have in-depth knowledge of development and learning and that begins by observation and tuning into the child, and then supporting the child and their interests, using a range of resources, it is suggested that children should have an involvement in the choices of how they learn (UN convention article 12) states the right for a child's views to be taken seriously., observing how a child learns can be seen to help practitioners to see how a child learns best. Early education (2021)

According to west Sussex County council, (n.d.) observing a child will help a practitioner to assess a child's progress and then one can plan their next steps, an educator can then create activities and play that promotes the child's skills and then reflect and assess again. The planning and observation cycle allows a practitioner to respond in a way that will support the child's needs in the best way for them to develop and grow, planning and observing children is important as it ensures all children have access to the same opportunities whichever way the child learns best, meaning that practitioners are being inclusive and fair to all.

Support plans may be put in place if children have additional needs or need extra support the EYFS framework states that they require non maintained providers to have the appropriate arrangements in place for identifying their needs and the promotion of equal Opportunities. A Practitioner's role is to monitor and review progress, observations of the child are equally important. Working alongside SENCO and the child's

keyworker will help the practitioner get a better understanding of how and what they can do to support the child(contact.org.uk) Practitioners must consider each child's individual need and according to (teachearlyyears.com no date.) effective provisions can be put into place. Under the equality act 2010 all early year's providers must be inclusive to all their learners and meet their statutory duties, according to pacey (2022) a childcare practitioner may be involved in identifying an Individual need so making regular observations gives everyone involved a good understanding of the child.

Conclusion

After researching and examining several examples of what a professional practitioner is and why it is important to be a professional and the values one must have, one understands the importance of the practitioner's responsibility to use one's knowledge and skills to create further learning and growth for a child to nourish and have the best outcome from one's care. Having read the UNRC rights of a child one understands that a practitioner following these rights is essential in children receiving the basic care they need and deserve whether that is in the hands of the professional or their whole environment. Multiagency working enables each professional to contribute to what is seen best for the child, following birth to 3 matters arguments on planning and observing the child ensures the child is at the center of activities and play planned for them. Having Indepth knowledge on safeguarding and procedures ensures a practitioner is taking the steps needed to keep a child safe.

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