



Developing as a Reflective Early Years Professional: A Thematic Approach

Carol Hayes, Jayne Daly, Mandy Duncan, Ruth Gill, Ann Whitehouse

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An up to date and accessible text that takes a critical approach to key themes within the early years, with a focus on reflective practice.

The early years sector is subject to constant government scrutiny and policy review. Sound reflective skills can empower practitioners at all levels and the sector as a whole to respond confidently to change. In addition, the introduction of the new Early Years Foundation Stage has enshrined within it the concept of reflective practice and the new Ofsted inspection schedule highlights the importance of self-evaluation and of being part of a reflective team.

The text examines theories and research into the nature of reflective practice, how it can be used and how it can improve practice and produce a more responsive and thoughtful, research-based workforce for young children and their families. A range of themes, including global childhood poverty, observation and assessment, leadership, and multi-professional working, are then explored, highlighting the importance and application of reflection throughout these areas of research and practice.

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