Bristol Standard discussion group

Dimension 3, The Reflective Practitioner

Rosie Coulstring and Julia Harkess

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Use these notes following the group discussions to look deeper into your practice. Think about

How does this relate to your practice?

What evidence have you got to portray your identified strengths?

Link :

The Bristol Standard | Bristol Early Years

The Bristol Standard for Childminders | Bristol Early Years

Policies and Documents for Childminders | Bristol Early Years

Safeguarding for Childminders | Bristol Early Years

Observation, Assessment and Planning (OAP) Templates for Childminders | Bristol Early Years

STRENGTHS

How do we make time for reflection individually and with others?

- This is happening constantly; we are always reflecting on our practice.
- We are in a fabulous position where we can be flexible regarding changes and implement them swiftly.

How do we enable all children to explore and make choices about their play?

- Providing the right resources for the children – developmentally appropriate.
- Rotating the toys to reflect children's interests
- Free flow in doors and outside
- Morning group time and children can plan their play and what they might need to facilitate this.
- Invitations to play based on their interests.
- A choosing book.
- Having resources in the same place where children are able to choose and access them for themselves.
- Being aware of children who might need more support than others – attention needing.

How do we challenge ourselves to think critically about our practice and impact on children's learning and development?

- Being honest with yourself, learning from mistakes, having a go.
- Being flexible, activities don't always go to plan.

Universally Speaking document – by ICAN [Universally Speaking (ican.org.uk)]

How do the play and learning opportunities we offer children reflect their experiences at home?

- We send weekly picture to parents of the invitations to play for the following week.
- We ask about children's interests.
- Provide opportunities to share things from home.
- Thinking about the child's voice.

How do we know we provide the right balance between child-initiated play and adult-led experiences?

- This depends on the children and their experiences.
- We are 95% child lead activities.
- Cooking etc are adult led but only if children want to join in.
- Ensuring a good balance of child-initiated play and adult led activities.
- Adult led is necessary to broaden their experiences – cultural capital.

How do we reflect on what children know and can do to inform out ideas when developing adult led experiences?

- Knowing your child
- As a staff team we often notice different things about children.
- Knowing the theory of child development and being able to use that in ensuring meaningful experiences
- [Early years child development training : Home page (education.gov.uk)]

How do we create space to discuss theoretical ideas about childhood development?

- Make use of 'workbooks'
- Use modules on early years and child development to refresh knowledge. DfE
- Using the Bristol Standard document, the purple boxes.
- [The Complete Introduction to Early Years Pedagogy (UK).pdf (hubspotusercontent-eu1.net)]

How do we encourage everyone to recognise the value of researchful practice in developing our setting's pedagogy?

- Look at different approaches.
- Theoretical research into child development is embedded in our practice.
- Vygotsky and scaffolding for example.
- Bristol Standard document has a section on different approaches to learning.
- The Loving Pedagogy – has influenced our ethos, values and aims.

TARGET

1. Putting theory into practice.
2. Look at the back of Bristol Standard Document and choose a theorist to research.
3. Doing a child questionnaire
4. To do an outdoor audit.

2.The children will benefit from a practitioner who has a deeper understanding and knowledge of child development and can plan use this knowledge to start planning next steps from where the child is at.

3. The children will benefit from having their voice heard and having a sense of belonging, ownersip of the environment and helping them to feel valued.

When writing up your dimensions give examples to back up what you are conveying.

When you will do it.

Who? You!

What? How are you going to do this?

When? Timeline date this