

Education and  
Teaching in  
Early years from  
International  
Perspectives

The ETEIP  
Project

Being a  
Reflective Early  
Years Educator



# Aim of Being a Reflective Early Years Educator

The aim of the handbook is:

- To develop understanding and skills of reflection to deepen reflective thinking and professional development/practice

The objectives are:

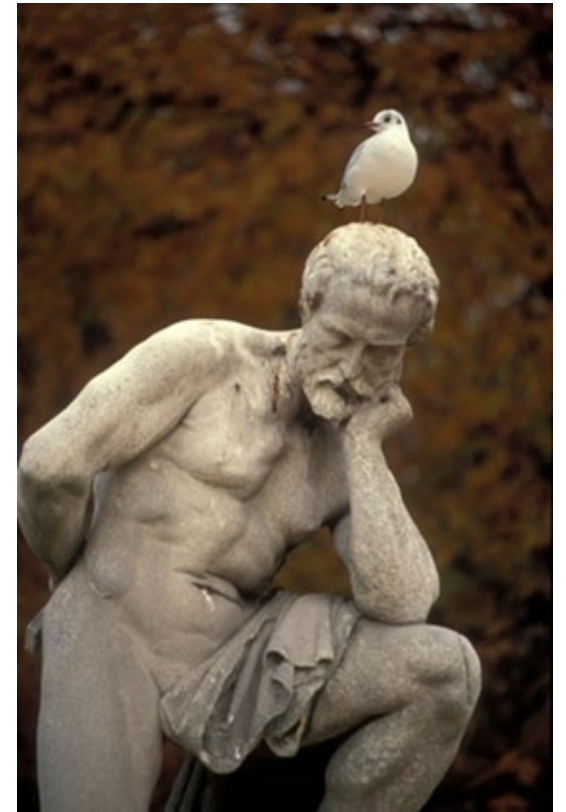
- To develop an awareness of the value and purpose of reflection recognising and understanding its importance in supporting good practice and improving ECEC provision
- To establish an awareness of how reflection can be used to support and improve professional practice
- To develop a knowledge of the processes of reflection and how these can be used to support a deeper level of understanding
- To develop reflective skills through the use of reflective models and the reflective tool


# What is Reflection and Why is it Important?



“We do not learn from experience.... we learn from reflecting on experience”  
(Dewey, 1933:78)

“The aim of reflective practice is thus to support a shift from routine actions rooted in common sense thinking to reflective action stemming from professional understanding and expertise” Pollard (2019a:97)





## Theory Underpinning the Reflective Process

### Theory of Reflection

- Dewey
- Schön
- Pollard

### Models of Reflection

- Brookfield
- Gibbs
- Johns
- Driscoll/Rolfe

# Exploring the Quality of Reflective Writing

## *Framework for Reflective Writing*

Level 1	Descriptive writing.	Descriptive and contains little reflection. May tell a story but generally from one point of view.
Level 2	Descriptive writing with some reflection.	A descriptive account that signals points for reflection while not actually showing much reflection. What little reflection there is lacks depth.
Level 3	Reflective writing (1).	Description, but it is focused, with particular aspects accentuated for reflective comment. Shows some analysis, some self-questioning.
Level 4	Reflective writing (2).	Clear evidence of standing back from the event. Shows deep reflection. Self-questioning but the views and motives of others are also taken into account. Observation that learning has been gained.

(Moon, 2007:198-199)



## Linking to State of the Art and Ethos and Values in Preschool Education

While reviewing the educational systems, curricula (State of the Art) and values in preschool education for each country, consider the following questions and information to help you with your reflecting:

- What are the societal, cultural, political, and economic influences on the country's educational system and curriculum? How do they compare to your own experience and expectations?
- Which aspects of the State of the Art and Ethos and Values in Preschool Education have interested you and why? How does this relate to your own experience?
- What questions have been raised?

## Key Themes

A number of different aspects will be presented through the 'State of the Art' and 'Ethos and Values' in Preschool Education materials, and the key themes are as follows:

- Educational System
- Pedagogy and the Curriculum
- Learning Theory and Child Development
- Environment
- Roles and Responsibilities of the Adult
- Demography, qualifications, staffing and ratios
- Legislation, including welfare requirements
- Child's voice, perspective, and influence



# Reflective Tool to Support the Early Years Educators with the Mobility Visits

Reflective Questions	Reflections and Thoughts	Impact on your Professional Development, Provision and Practice
<p><i>Suggested questions to challenge your reflecting on aspects of the mobility visit</i></p>	<p><i>Write your reflections and thoughts below</i></p>	<p><i>What did you learn from the visit and how will this influence your pedagogical approach in the future? How have you shared/disseminated your experience with other Early Years practitioners and colleagues?</i></p>
<p><b>Educational System</b>            What are the societal, cultural, political and economic influences on the country's educational system and curriculum?            How does the country's educational system compare with your own?</p>		
<p>How does the country's educational system reflect?</p> <p><b>Pedagogy and Curriculum</b></p> <ul style="list-style-type: none"> <li>○ planning, observations, assessment, delivery, routines</li> <li>○ what is the statutory curriculum and assessments and how is it delivered?</li> <li>○ How do you support children's learning?</li> <li>○ Policies and Procedures e.g., Special Educational Needs and Disabilities (SEND), Safeguarding etc.</li> <li>○ Subject Knowledge, such as, maths, sciences etc.</li> </ul> <p><b>Learning Theory and Child Development</b></p> <ul style="list-style-type: none"> <li>○ How does learning theory underpin the curriculum?</li> <li>○ How does child development underpin the curriculum?</li> </ul> <p>How does this compare with your own?</p>		



# Exploring the Quality of Reflective Writing

Reflective Questions	Reflections and Thoughts <i>Write your reflections and thoughts below</i>				Impact on your Professional Development, Provision and Practice
<i>Suggested areas for reflecting on aspects you have seen in each country</i>	<i>English Settings</i>	<i>Norwegian Settings</i>	<i>Spanish Settings</i>	<i>Swedish Settings</i>	<i>What did you learn from each country and how will this influence your pedagogical approach in the future? How have you shared/disseminated your experience with other Early Years practitioners and colleagues?</i>
<b>Educational System</b>					
<b>Pedagogy and Curriculum</b>					
<b>Learning Theory and Child Development</b>					
<b>Environment</b>					
<b>Role of the Adult</b>					
<b>Child's Voice, Perspective, and Influence</b>					

# Questions



Helen Sutherland [H.Sutherland@kingston.ac.uk](mailto:H.Sutherland@kingston.ac.uk)

Claire Jackson [C.J.Jackson@kingston.ac.uk](mailto:C.J.Jackson@kingston.ac.uk)