

A reflection on my experience as an early years' practitioner with the aim of improving my future practice.

The aim of this paper is to critically analyse and reflect on my experience regarding early years' practitioner in KSA. The reflection determines in learning tools and methodologies to improve the learning experiences of practitioners in order to advance the experience of adult learners (Mezirow, 1990). In this critical reflection, the themes which I will highlight are problem-solving techniques, collaboration and interaction between pupil and practitioner in practical terms in early years setting also reflecting on the links between home and early years setting. Studying in the UK very much helped me in understanding and think about practitioners' leadership role also it is helped me to look at what are going in my country. Studying in another contact always help to look back at what you were doing and take more critical perspective because of that I am using some of the British policies. However, the leader as a social practitioner basically implemts five kind of values includingcommunity, democracy, social justice, caring and equity of the individuals (Schultz, 2010, p.52). The scholar- practitioner works under the context of academic literature and school by applying critical knowledge in schools which highly contributes in the experience which they gain from learning. (Schultz, 2010). That is to say, scholar-practitioners' knowledge of a child development is essential for understanding development, and it promotes in human well-being and children's safety measurements along with preserving well-being. The concept of leadership is supposed as 'the ability to motivate, influence, and allow individuals to contribute in the objectives of organisation in which they operate their working actions (House et al., 2004).

However, educational concept in Saudi Arabia reflects improvement as seen in present times. Further, the role of leadership to make responsible is a challenging task in the development of educational sector (Lubna, et al., 2015). Saudi Arabia and many Arab countries made different policies which often lacks in the educational development of the children. Previous studies suggested that integrating bodies which works only in Kuwait for the education development for early year individuals (Bahgat, 1999). However, in KSA, different policies are made to facilitate the children development in the domain of education (Oyaid, 2009). In 2002, the system was introduced in KSA in which every public-school force to deliver quality education to the children and organise different programs regarding orphaned children (Rugh, 2002). The

aim of these policies is to ensure that every child whether the individual has parents or not, must take early education and if a child cannot be willing to pay his fee expenses, the government will facilitate them. According to a study based on child education, it illustrates that 69% of female students are interested in getting early education from reputable institutes and on the other hand, only 31% of females do so (Doumato, 1999). In 2005, the Department of Monitoring Policies for Child Education had been established whose main task is to gather the data of students who want to learn education, but due to different reasons, they lack in getting early years' education (Robertson, et al. 2012). So, it is important to have a standard system of quality education, which not only provides assistance to the students, but it has some positive outcomes in future intervals. Early Childhood Care and Education (ECCE) is another positive step from the KSA government under which they declare funds for the children support along with civil society collaborations, they provide various of projects and programs as well (Van Ravens & Aggio, 2008). Therefore, I have developed some principles and would like to implement them in my practice.

The four key qualities a practitioner should have are problem-solving, creativity, encouragement and the connection between practitioners, children and their families. However, according to Askew and William (1995, cited in Miller et al., 2010), teaching children regarding problem-solving skills is a challenging task for practitioners. Although this may be true, I believe many children mimic their practitioners and because of that practitioners should have these characteristics. Problem-solving often empowers children to interact with the society in new ways with pre-existing knowledge. Thus, Piaget suggested that practitioners motivate the learning process as it encourages higher-level thought such as analysing problems, synthesising ideas or stimulating creativity when unorthodox solutions are applied (Miller et al., 2010). Likewise, there are many benefits from learning in this manner because 'mastery orientations' are created in part by self-esteem, which is enhanced by problem-solving (Miller et al., 2010). EY practitioners are nurturing children in kindergartens and prepared them to achieve educational goals and gain appropriate knowledge and life technical skills. I consider this kind of work as sensitive since it involves working with people who cannot differentiate between positive and negative things for themselves. Additionally, the first five years of life have been reliably demonstrated as an overwhelming indicator of a child's life chances (Field, 2010).

Creativity and encouragement are also important aspects of my principles. Creativity is the imagination or precursor ideas to build something innovative, whereas the encouragement is the process of imparting not just support but confidence and hope. These two definitions have many values and benefits. Creativity begins with curiosity and involves children in exploration and experimentation wherein they draw upon their imagination and originality; they must make decisions, take risks and plan ideas if they are to be truly creative. Children need the freedom to develop their ideas with the support of adults (QCA/DfEE, 2000: 118, cited in Paige-Smith and Craft, 2011: 90). Moreover, creativity empowers children to connect to different areas of learning and broaden their understanding. Because of this, creativity is fundamental to successful learning (QCA, 2000, cited in Duffy, 2006). In the kindergarten setting, there is usually a need for someone who can encourage children to explore the world around them by using their motivations and interests. The interaction between a child and their teachers takes up a significant part of Vygotsky theory (1978, cited in Keenan et al., 2016), which deems social interaction facilitated by teachers and parents alike as critical to a child's psychological development. These principles may also build a solid basis for satisfying children's intellectual curiosity. I am in full support of Stenhouse (1985, cited in Paige-Smith and Craft, 2011), who refers to the teaching process as an art. That is why building experience in a leadership role is becoming a fundamental requirement to practice for all EY practitioners.

Throughout my experience in the KSA early year' institutions, I have not seen any of them had visited children's home, and I see that social workers possess excellent skills of knowledge in the development of child well-being is also a vital component in support from their families under the protection and assessment planning in new innovations. Under the Act of 1989, the child development is a physical and intellectual behaviour that determines the physical health of the child well-being. Many families, in KSA, are in a great need of social help from the state and school owners. The children of these families make up a large percentage of the child population, which result in the need for more nursery places and early age development in preschool education and child care. The growing demand of the population in nurseries requires not only social and competent solution to the problem of education of young children, but also the application of a modern approach practically. Furthermore, in KSA normally the social worker is someone who comes to visit schools to see their requirement to supervise schools and children's well-being. According to Aljabreen & Lash (2016), In recent years the "*The Ministry of Social Affairs*" provide different regulation system to social workers especially those who are experts in pre-school institutions. I believe visiting school is not enough children

in my view in great need to the strong working relationship between their teacher and parents. Because of that social works are the Links between practitioners who work in the home and practitioners who work in a setting.

In Saudi Arabia, the relationship of parents with their children must needs to understand the value of their relationships as a high importance. However, it is important to know that both parent and their child develops a kind of relationship which meets their interest with high regards. Moreover, the process in which operate his actions in the society are in built for most of us as it assits the individual in operating to any new environment.

In the literature on the childcare in KSA, there were examples of parents who neglect the health and social improvement of their children; obesity among children as an example (Abdulmoein et al., 2016). The other factor which plays important role in child development is the availability of nutritious diet and food for the children. Young adults needs more care in their development process especially babies because they require more emotional attentions from their parents. The contribution in knowledge of children is a foremost responsibility of the group of experts as child development depends on “*Multi- Agency Grouping*” in making important decisions for children welfare and safety assessments. I believe Minatory of Education in KSA should adopt the idea of having social workers in the early years’ institutions’ field because If there is a professional external person who visits a child home regularly will know and understand how he can help parents and how parents can deal with their children’s problems.

My reflection on my teaching experience has appeared various things should be enhanced in KSA early years’ schools; poor educator's testament preparation polishes, specialist employees’ deficiencies and the lack of the interaction between practitioners and parents. Despite the sum of this, early years’ institutions are a place where children may gain their first-hand experience and acquire their holistic well-being. Because of that, I plan to open a private kindergarten in KSA, and I will implement my ideologies into my system. I will offer for practitioners a specialised training. That should focus on leadership through an amalgamation of skills and principles. In doing so, practitioners can evaluate not only their practice but also the practice of others. This allows them to critically reflect upon how they respond personally and professionally to vocational aspects such as leadership and working with children (Paige-Smith et al., 2008). Moreover, Edgington (2011) argues that effective leadership is developed

through vocational training and being a role model for the workforce. Furthermore, I will have a monthly seminar with my practitioners to discuss the performance of children to provide an appropriate atmosphere within the classroom, prescriptive educational programs, by means of a collaborative team.

From a scholar-practitioner point of view, working closely with children's parents is a crucial element in early years institutions. I will employ people who specialise in social work and design an addition programs which can improve their knowledge and share their experiences. Moreover, I will also arrange a monthly meeting for parent/teacher during the school year, which is salient for addressing the child performance in the institute, including the kindergarten team. Moreover, an important task of teachers in schools to provide families with practical knowledge and skills that would be assimilated directly into a certain way organised theoretical and practical activities. If properly organised pedagogical interaction, the participation of parents in the upbringing of the child will be more active. Teachers and parents, in my view, in education complement each and the teacher must provide comprehensive assistance to parents for upbringing the personality of children. The primary task of the teacher is to persuade parents to families and schools work together.

From my experience in educational leadership, the most successful leaders in the education system not only use good teaching techniques but also provide the most effective support for other teachers (Matthews et al., 2014). That represents my ideas about how EY practitioners in KSA could promote the principles which mentioned above and then put them into practice themselves. However, from which I learned in this research, I would primrose myself to create a suitable learning environment for children and tried to enhance their performance as much as I can do this end, an effective leader must deliver quality education and care for subordinates, just as they must always think of the wellbeing of those who are around them (Jones and Pound, 2008).

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