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I am in my first year at Norland College and have encountered many beneficial experiences through practical placements and written assignments, on which I have reflected in this article. I was inspired to become a Norland Nanny while I was volunteering at an orphanage in India in the Summer of 2014. Before starting at Norland College, I took a gap year working at a Girls' Boarding School in Perth, Australia in both the Junior School and Boarding House. Both of these opportunities abroad gave me valuable learning experiences before starting at Norland.

Reflective Report: A reflection on your professional development.

 "We do not learn from experience. We learn from reflecting on experience" (Dewey, 1933, cited by Veale, 2012, p27). A way to enhance professional development is reflective reporting; an iterative 'learning journey' (Reed and Canning, 2010, p9) to help understand situations by reviewing them both subjectively and objectively. The review should end with an action plan that enables the practitioner to use theory and practice more effectively in the workplace and on placement. Therefore, an Early Years Practitioner's (EYP) continual professional development (CPD) is constantly evolving to keep up with current initiatives (Paige-Smith and Craft, 2007). An EYP should maintain their CPD because a practitioner has not only got a responsibility for themselves, but also for the work they do with children, families and colleagues (Veale, 2012). Reflecting helps highlight any issues, personal bias and characteristics, whilst understanding the root cause of the problem, resulting in setting goals and providing a sense of tangible achievements (Travers, Morisano, Locke, 2015). Futhermore, Reed and Canning (2010, p8) support the idea that "The ability to think critically and creatively about reflective practice…is essential to our role as reflective practitioners". There are a variety of models for analysing situations, each of which has a different outcome while sharing the fundamental cyclical approach to encourage development. Gibbs reflective cycle (Zalipour, 2015) is subjective and can be limiting by not clearly accounting for other people involved with the situation. This shortfall is remedied by Allan and Lewis (2001) who have a specific section in their reflection cycle requiring the reflector to consider the situation from the other participants' points of view, thereby giving a much fuller appreciation of the situation. By reflecting on my experience from more than one point of view made a stronger action plan to follow if the same issue arose in the future to bring out a better result for the child.

Another approach to reflection-on-action (Schön, 1991) is the use of the SWOT analysis, which helps to provide a simple and clear picture of the situation (McWhinney et al, 1997). However, this model can be enhanced by other methods. For example: using elements of de Bono's 'Six Thinking Hats'® (2000) approach provides discipline to help think clearly about each section of the SWOT model. Positive 'Yellow Hat' thinking covers Strengths and Opportunities, while negative 'Black hat' thinking reviews Weaknesses and Threats. These are supplemented with 'Blue Hat' facts by looking at previous assignment critiques and 'Red Hat' emotions to express feelings (de Bono, 2000). I conducted a SWOT analysis using de Bono's 'Six Thinking Hats' ® to review how I approached my assignments over my first year in order to improve my performance for the rest of the course (see Table 1).

Title of entry	Reflection on conducting assignments.

Strengths	Weaknesses
S1. Good knowledge of theory S2. Demonstrates good understanding S3. Addresses the question well S4. Good consideration of other ideas S5. Good range of academic sources S6. Assessment criteria covered to a high standard S7. Perfectionist	W1. Procrastination W2. Lack of confidence/experience W3. Panicking W4. Perfectionist W5. Lack timetable in plans.
Opportunities	**Threats**
O1. Using feedback from previous assignments. O2. Discussing current assignments with staff and peers. O3. Access to alternative work spaces to home, e.g. library, Norland. College. O4. Norland is a learning culture. O5. Use of reflective methods.	T1. Non-urgent distractions: making tea, room tidying, making lists. T2. Other commitments, such as Diploma work, Placements and Choir.

Table 1. SWOT analysis (Cottrell, 2015, p98)

Once the SWOT analysis has been completed then using Proctor's (2010) cross matching technique allows Weaknesses and Threats to be countered by Strengths and Opportunities, as seen in table below:

	Potential Solution	Links
1.	Develop strategies to prevent distractions which delay my work, which may include working elsewhere.	T1, W1, O3, O5.
2.	Develop self-confidence by acknowledging previous successes, having realistic expectations about outcomes versus experience and constructively using and accepting Norland's learning environment.	W2, W3, W4, S1-6, O1, O2, O4, O5.
3.	Include time management in my planning.	W5 – no S or O mitigations.
4.	Need to account for other commitments and prioritise as required.	T2 – no S or O mitigations.

Table 2. Results of cross matching my SWOT analysis (Proctor, 2010).

Where this is not possible then it becomes clear that other plans to mitigate these gaps is necessary. From this second analysis, it is then possible to create an action plan using SMART objectives. Using this enhanced SWOT analysis and SMART objectives enables the production of a clear, precise and manageable plan to solve problems.

All these reflective processes aim to develop the practical application of experience as a result of particular situations. However, Schön (1991) reminds us that while a solution may work for one situation, it does not mean that it can always be applied if a similar incident occurs because there will always be subtle differences which will require some adaption.

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