Individual development plans for different roles

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Describe a starting action, one outcome, practice, feedback and a review date. All people below are fictional. These are personal learning examples, not compulsory HR forms or child-development norms. Choose a task from the person's actual difficulty. A child participates with an adult, a teacher connects it to their work, and a psychologist respects their competence and professional requirements. Reading and discussion do not grant a qualification or authorise unfamiliar clinical practice. After review, adjust the specific step that still needs work.

Role and starting difficulty	Checkable outcome	Practice	Feedback / review
Manager: unclear assignments	One clear work brief	Describe outcome, deadline and scope	A colleague explains their understanding; one week
Employee: uncertain with a formula	Independent practice calculation	Study an example and check a dataset	Mentor comments; two weeks
Teacher: instructions are too long	Three short task instructions	Rewrite the task and show an output example	Discuss clarity with a colleague; one month
Early-years educator: activity is hard to explain	One clear activity outline	Separate start, action and finish	Review with a colleague; two weeks
Psychologist: evaluating research is difficult	Critical note on one study	Record question, method, limits and conclusion	Discuss with a competent colleague; one month
Child: explaining reading is difficult	An original account of a short text	Read selected text and answer one question	Discuss difficulty without judging identity; one week

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