Gofal Cymdeithasol **Cymru**
Social Care **Wales**

Learning and induction framework for early years and childcare managers

Part A (Knowledge): Evidence record

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Introduction

Part A (Knowledge) focuses on the knowledge you need to be a manager. As you complete this framework you'll build confidence in your responsibilities as a manager. It will support you to develop the knowledge and understanding you need for leadership and management in children's care, play, learning and development.

You can use this framework:

- as part of your induction as a new manager
- as part of continuing professional development as a manager
- to understand things in a similar way to what you'd learn on a management and leadership course.

As part of this framework, you'll need to give examples and evidence to show how you apply your knowledge in practice.

Please read the Learning and framework for early years and childcare managers guidebook before you start completing the framework, or if you're supporting someone to complete it.

Who will support you to complete the framework?

Your employer is responsible for supporting you as you work through this framework. You will need to be allocated a nominated person. This person will:

- guide you through the process
- give you feedback
- sign-off the evidence you submit for each standard.

You can share each standard, or a group of standards, with your nominated person as you finish them. You don't need to wait until you complete the whole log. You and your nominated person can agree on when and how you'll share information, so the process works well for both of you (see Appendix 3 in the guidebook for suggested ways to share progress).

What's covered in Part A of the framework?

By completing the Part A (Knowledge) evidence record, you'll show your knowledge across three main standards:

Standard 1: Leading child-centred practice

Standard 2: Theoretical frameworks for leadership and management

Standard 3: Leading and managing effective team performance

Each standard is split into elements (1.1, 1.2, 1.3) that describe the specific knowledge you need to show.

How to use this evidence record

This evidence record has two sections:

Section 1 – Evidence logs

To meet the requirements of Part A of the framework, you must give evidence for each standard. Your nominated person will review your evidence, check that it meets the required criteria, and formally sign it off.

- You'll record evidence for each part of the standards in the space provided.
- You'll clearly explain how you've met each standard, using different types of evidence such as discussions, training courses you've completed, and certificates from previous qualifications.
- Your nominated person will review your evidence log as you complete it. They will add comments and feedback in the space provided. When they're satisfied that the evidence meets the required standards, they will date and sign off the standard.
- You can use different types of evidence across the induction standards. You can find examples of these on the **Social Care Wales website**.

Section 2 – Tasks to address any gaps in your knowledge

Section 2 of this document includes optional tasks that can help you to fill any gaps in knowledge.

Each standard has tasks to build your knowledge. If you feel you don't have enough knowledge-based evidence for a standard, you can complete these tasks to develop and address the knowledge you need.

You don't need to complete every task in Section 2. Only complete the ones where you need to build additional knowledge. Once you've completed a task, your nominated person will review your work and check if you now meet the required level of knowledge.

These tasks are one way to gain the necessary understanding, but they're not the only way to do this. You can also develop your knowledge through other learning activities, such as your own research.

Each task includes a recommended maximum word count, to help guide you on the amount of detail expected in your answer.

Is the completed framework transferable to other settings or contexts?

Yes, it's transferable. Keep your evidence safe, as your portfolio shows your learning to employers and regulators, and can be used if you change jobs.

Checklist: Framework Part A

Use this table to track which standards you've started and completed. You can work through the standards in any order. The table helps you to quickly check your progress and plan what to do next.

Standard 1 checklist: Leading child-centred practice	In Progress	Completed by manager	Signed off by nominated person
1.1 Understand the development of rights-based approaches and how these evolve and influence child-centred practice	☐	☐	☐
1.2 Understand how to promote equity, equality, diversity and inclusion	☐	☐	☐
1.3 Understand the impact of the Welsh language and culture on your workplace/setting	☐	☐	☐
1.4 Understand prevention and early intervention	☐	☐	☐
1.5 Understand the impact of safeguarding on your workplace/setting	☐	☐	☐
1.6 Know how theories and models support the understanding of child development	☐	☐	☐

Standard 2 checklist: Theoretical frameworks for leadership and management			
2.1 Understand theoretical approaches to leadership, management, innovation and change	☐	☐	☐
2.2 Understand how self-assessment of service and evaluation should be used to support continual improvement	☐	☐	☐
2.3 Understand managing innovation and change	☐	☐	☐

Standard 3 checklist: Leading and managing effective team performance			
3.1 Understand equality, diversity and inclusion in the context of workforce development	☐	☐	☐
3.2 Understand the importance of the Welsh language in the context of workforce development	☐	☐	☐
3.3 Understand approaches, skills and qualities for the effective leadership and management of teams	☐	☐	☐
3.4 Understand the purpose and requirements of values-based recruitment and induction of workers	☐	☐	☐
3.5 Know how to support effective team performance	☐	☐	☐
3.6 Know how to manage team conflict and poor performance	☐	☐	☐
3.7 Understand supervision and appraisal	☐	☐	☐
3.8 Know how to use coaching, mentoring and motivational interviewing	☐	☐	☐

Section 1: Evidence logs

Standard 1 evidence log: Leading child-centred practice

This aligns with unit 405 City & Guilds Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development

Evidence log (mandatory)

1.1 Evidence log

Understand the development of rights-based approaches and how these evolve and influence child-centred practice

(a) How rights based approaches for children:

- have developed and evolved over time
- are embedded in conventions, legislation, regulatory frameworks and Welsh Government Policy

(b) Influence and inform local practice

Evidence of how I have met standard 1.1	Comments/feedback by nominated person

Do you need to build knowledge to evidence this standard?
→ Complete tasks to build knowledge for standard 1.1

Evidence log (mandatory)

1.2 Evidence log

Understand how to promote equity, equality, diversity and inclusion

(a) Legislation and policy that support equity, equality, diversity and inclusion

(b) How behaviours and values in the workplace/setting promote equity, equality, diversity and inclusion

(c) The impact of discrimination, stereotyping, prejudice and power imbalances on equity, equality, diversity and inclusion

Evidence of how I have met standard 1.2	Comments/feedback by nominated person

Do you need to build knowledge to evidence this standard?
→ Complete tasks to build knowledge for standard 1.2

Evidence log (mandatory)

1.3 Evidence log

Understand the impact of Welsh language and culture on your workplace/setting

(a) Legislation, Welsh Government Policy and Standards for the Welsh language and how these relate to the rights of children

(b) Methods and approaches that can be used to promote and encourage the use of Welsh language and culture in workplace/settings

Evidence of how I have met standard 1.3	Comments/feedback by nominated person

Do you need to build knowledge to evidence this standard?
→ Complete tasks to build knowledge for standard 1.3

Evidence log (mandatory)

1.4 Evidence log

Understand prevention and early intervention

(a) The importance of prevention and early intervention

(b) Models and approaches for prevention and early intervention

(c) The importance of ensuring that children and their families/carers are encouraged and supported to express their feelings, views and choices about 'what matters' to them

Evidence of how I have met standard 1.4	Comments/feedback by nominated person

Do you need to build knowledge to evidence this standard?
→ Complete tasks to build knowledge for standard 1.4

Evidence log (mandatory)

1.5 Evidence log

Understand the impact of safeguarding on your workplace/setting:

(a) Workplace/setting responsibilities for safeguarding children
(b) Regulatory requirements for safeguarding
(c) The roles and responsibilities of the Designated Safeguarding officer in a setting
(d) Child practice/serious case reviews and their impact on practice
(e) Roles and responsibilities of a multi-agency team in child protection
(f) Roles and responsibilities in a range of safeguarding meetings
(g) How to lead an environment that promotes safeguarding
(h) How policy and practice supports and promotes safeguarding

Evidence of how I have met standard 1.5	Comments/feedback by nominated person

Do you need to build knowledge to evidence this standard?
→ Complete tasks to build knowledge for standard 1.5

Evidence log (mandatory)

1.6 Evidence log

Know how theories and models support the understanding of child development

(a) The interconnection between biological, psychological and socio environmental factors and their relationship to child development

(b) How theories and models related to Adverse Childhood Experiences are informed by biological, psychological and socio environmental factors

Evidence of how I have met standard 1.6	Comments/feedback by nominated person

Do you need to build knowledge to evidence this standard?
→ Complete tasks to build knowledge for standard 1.6

Standard 2 Evidence log: Theoretical frameworks for leadership and management

This links to unit 406 City & Guilds Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development

Evidence log (mandatory)

2.1 Evidence log

Understand theoretical approaches to leadership, management, innovation and change

(a) Theories, models and styles of:

- Leadership
- Management
- Innovation and change management

(b) Organisational culture and ethical leadership

Evidence of how I have met standard 2.1	Comments/feedback by nominated person

Do you need to build knowledge to evidence this standard?
→ Complete tasks to build knowledge for standard 2.1

Evidence log (mandatory)

2.2 Evidence log

Understand how self-assessment of service and evaluation should be used to support continual improvement

(a) Methods that can be used to measure service improvement outcomes

(b) How to identify areas to improve within the workplace/setting

(c) How to embed "what matters" to children and their families/carers in service improvement

(d) How positive feedback can be used to improve outcomes for children and families/carers

(e) How concerns and compliments can be used to improve practice within the workplace/setting

Evidence of how I have met standard 2.2	Comments/feedback by nominated person

Do you need to build knowledge to evidence this standard?
→ Complete tasks to build knowledge for standard 2.2

Evidence log (mandatory)

2.3 Evidence log

Understand managing innovation and change

(a) Benefits of innovation and change

(b) Challenges to innovation and change and ways to respond to these

Evidence of how I have met standard 2.3	Comments/feedback by nominated person

Do you need to build knowledge to evidence this standard?

→ Complete tasks to build knowledge for standard 2.3

Standard 3 Evidence log: Leading and managing effective team performance

This links to unit 407 City & Guilds Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development

Evidence log (mandatory)

3.1 Evidence log

Understand equality, diversity and inclusion in the context of workforce development

(a) The application of approaches to support equality, diversity and inclusion in leading and managing workers

Evidence of how I have met standard 3.1	Comments/feedback by nominated person

Do you need to build knowledge to evidence this standard?
→ Complete tasks to build knowledge for standard 3.1

Evidence log (mandatory)

3.2 Evidence log

Understand the importance of Welsh language in the context of workforce development

(a) Approaches to audit current workforce in relation to Welsh language provision

(b) Approaches to supporting Welsh language and culture in the workforce

(c) Approaches to ensuring the workforce understand the importance of promoting and supporting the use of the Welsh language within the setting

Evidence of how I have met standard 3.2	Comments/feedback by nominated person

Do you need to build knowledge to evidence this standard?
→ Complete tasks to build knowledge for standard 3.2

Evidence log (mandatory)

3.3 Evidence log

Understand approaches, skills and qualities for the effective leadership and management of teams

(a) Core values and leadership behaviours

(b) The differences between leadership and management within teams

(c) Powers and responsibilities of leaders and managers

(d) Emotional intelligence and relationship management

(e) How to motivate staff

Evidence of how I have met standard 3.3	Comments/feedback by nominated person

Do you need to build knowledge to evidence this standard?
→ Complete tasks to build knowledge for standard 3.3

Evidence log (mandatory)

3.4 Evidence log

Understand the purpose and requirements of values-based recruitment and induction of workers

(a) Values-based recruitment

(b) Induction

(c) Probationary period

Evidence of how I have met standard 3.4	Comments/feedback by nominated person

Do you need to build knowledge to evidence this standard?
→ Complete tasks to build knowledge for standard 3.4

Evidence log (mandatory)

3.5 Evidence log

Know how to support effective team performance

(a) Process and governance of delegating tasks

(b) Social interdependence theory and team working

(c) Setting/agreeing objectives/goals

(d) Shared objectives and understanding of the team's goals

(e) Ensuring individual roles within the team are understood

Evidence of how I have met standard 3.5	Comments/feedback by nominated person

Do you need to build knowledge to evidence this standard?

→ Complete tasks to build knowledge for standard 3.5

Evidence log (mandatory)

3.6 Evidence log

Know how to manage team conflict and poor performance

(a) How to deal with poor performance/competence

(b) How to manage positive conversations

(c) Approaches to managing and resolving conflict

Evidence of how I have met standard 3.6	Comments/feedback by nominated person

Do you need to build knowledge to evidence this standard?
→ Complete tasks to build knowledge for standard 3.6

Evidence log (mandatory)

3.7 Evidence log

Understand supervision and appraisal

(a) Purpose and benefits of supervision

(b) How to conduct effective supervision and appraisal

(c) The importance of continuing personal development for staff

Evidence of how I have met standard 3.7	Comments/feedback by nominated person

Do you need to build knowledge to evidence this standard?
→ Complete tasks to build knowledge for standard 3.7

Evidence log (mandatory)

3.8 Evidence log

Know how to use coaching, mentoring and motivational interviewing

(a) How to use coaching, mentoring and motivational interviewing to support change

Evidence of how I have met standard 3.8	Comments/feedback by nominated person

Do you need to build knowledge to evidence this standard?
→ Complete tasks to build knowledge for standard 3.8

Section 2: Content and tasks to build your knowledge

This section includes optional tasks that can help build your knowledge where needed.

You don't need to complete every task. Only complete the tasks where you need to build more knowledge. The learning materials and tasks in this section allow you to show critical thinking and put your knowledge into practice. However, there will always be an element of self-directed study for wider reading and self-directed learning. We've included suggested resources to support you.

Some resources are only available in English because they have been developed outside Wales and not by Social Care Wales. There's also a glossary at the end of the workbook that explains key task words used throughout the document.

Once you've completed a task, a nominated person must review your work to check if it shows that you now have the required level of knowledge.

These tasks are one way to gain the necessary understanding, but they're not the only way to do this. You can also develop your knowledge through other learning activities, such as your own research.

Please note, the links that are included in these tasks were active when this document was produced. If a link is no longer available, we recommend searching for the title of the document to find the most up-to-date version.

Standard 1: Tasks to build your knowledge

Back to 1.1

This section will help you understand how rights-based approaches developed and how they influence child-centred practice.

You'll learn about:

- rights based approaches
- promoting equity, equality, diversity, and inclusion
- recognising the impact of Welsh language and culture in your workplace or setting
- the importance of prevention and early intervention
- the impact of safeguarding
- how theories and models support the understanding of child development.

Standard 1.1: Tasks (optional)

Standard 1.1: Rights-based approaches

Rights-based approaches in early years and childcare emphasise recognising and implementing children's rights, as defined by the **UN Convention on the Rights of the Child (UNCRC).**

This framework makes sure children's voices are heard and actively prioritised in decision-making processes. It focuses on making sure environments promote children's equality, dignity, and involvement, while supporting their holistic development needs.

It guides practitioners to protect children's rights to safety, provision, and participation, ensuring a nurturing and inclusive setting. This approach supports policies and practices that benefit children, helping them to become active participants in their lives and communities.

We have two e-learning modules that cover rights-based approaches, which can help you learn more:

--> Legislation that supports a rights-based approach for children and young people

--> Rights-based approaches and person-centred practice for children and young people.

Activity

As an early years and childcare leader or manager, you must show your knowledge of how rights-based approaches have continuously evolved and influenced child-centred practice. Provide an overview of your understanding of:

- the development and evolution of rights-based approaches, outlining important milestones
- how the UN Convention on the Rights of the Child (UNCRC) embeds children's rights, and how national legislation, regulatory frameworks, and Welsh Government policies enforce and promote these rights
- how these frameworks impact your local practice, daily operations, and environment, and describe strategies to make sure children's voices are heard and respected, giving examples.

You can refer to these resources and draw upon your own experience as a manager, using some practical examples:

--> UN Convention on the Rights of the Child (UNCRC)

--> Welsh Government policies on children's rights

--> Regulatory frameworks and legislation: Children and Families Act 2014

--> Care Inspectorate Wales (CIW) Standards

Back to 1.1

Standard 1.1: Rights-based approaches
Maximum 600 words, 200 words for each bullet points above

Standard 1.2: Equity, equality, diversity and inclusion

In an early years and childcare setting, **equity** makes sure each child receives the support they need to achieve their potential. Recognising and addressing individual needs means we're fair and we're acknowledging that we don't all have the same advantages or start from the same place.

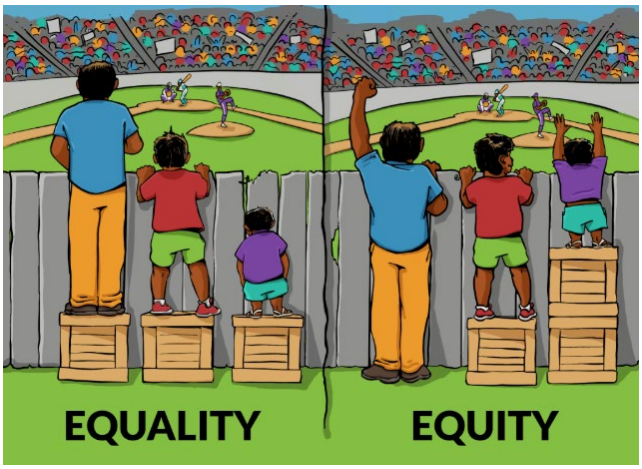
Equality means providing all children with the same resources and opportunities. It doesn't take account of children's starting points and doesn't ensure child centred support is offered based on individual needs.

Diversity celebrates and respects differences among children, including their backgrounds, abilities, and cultures, which helps to enrich the learning environment.

Inclusion involves creating a welcoming space where all children, regardless of their differences, feel valued and supported, allowing them to participate fully in activities.

Together, these principles create a fair, respectful, and supportive environment that promotes every child's growth and development. Settings' policies and procedures are there to make sure these principles are followed.

This picture below highlights the difference between equality and equity and shows why equity matters.



What does this mean in practice?

Equality example

Imagine you're in a setting and the children are taking part in a mark making activity. Every child receives the same materials, such as the same book or the same art supplies. While this seems fair, some children might not be able to use these resources because of differences in learning styles, abilities, or communication.

If we provide all children with the same size pencil and paper, children with more defined motor skills will appear more successful. They'll continue to develop their fine motor skills and make progress ahead of their peers. But by thinking about equity, we'll be more child centred. We'll consider the developmental stage of the child, making adaptations so they can equitably access the activity. This could be by providing resources for larger mark making with different size pencils and paper, or by practising and mark making with other materials such as sand to build up dexterity or experiment. This approach supports everyone to make progress and be successful in the activity.

Why equity matters in early years and childcare settings

Equity means that every child, regardless of their starting point, can access learning in a way that suits their unique needs. For example, a child with speech delays might receive speech therapy, while another child who excels in maths might be given more challenging tasks to keep them engaged.

A child from a low-income family might receive access to resources like free school meals or school supplies so their basic needs are met, allowing them to focus on learning if in a school environment.

Equity creates an inclusive environment where all children, despite their differences, have the opportunity to thrive, feel valued, and reach their full potential. It helps address developmental gaps early on, which can have a lasting positive impact on their educational journey.

An anti-racist Wales

The **Welsh Government's Anti-Racist Wales Action Plan**, launched in 2022, places a strong emphasis on tackling racism in early years and childcare. It recognises that promoting equality and inclusion must begin from a young age, with early years and childcare settings playing a key role in shaping attitudes. The plan outlines measures to create inclusive environments in early years and childcare settings, so they reflect and respect Wales's diverse communities.

The plan's aim is for Wales to become an anti-racist society. This means early years and childcare settings should actively challenge racism, promoting equity and belonging for all children. By embedding anti-racism into early childhood practices, the Welsh Government wants to create the foundation for a fairer, more inclusive Wales. Early intervention is crucial in shaping future generations who actively oppose racism, creating a society where diversity is celebrated, and racial equality is the norm.

There's a significant focus on increasing the representation of ethnic minority staff in early years and childcare education and providing anti-racism training for practitioners to understand cultural sensitivity. The curriculum is also targeted, and includes diverse histories, perspectives, and experiences so that children grow up in a more inclusive setting.

Diversity and Anti-Racist Professional Learning (DARPL) brings together a diverse team with lived and professional experience.

It provides professional learning and resources with a Welsh viewpoint to help people understand and tackle racism. Useful DARPL resources include:

⇢ professional e-learning courses

⇢ their library

⇢ Creating an anti-racist culture in settings toolkit for childcare, early years and play.

Creating inclusive settings

Other forms of anti-discrimination in early years and childcare settings include promoting gender equality by offering toys, books, and activities that don't reinforce stereotypes, allowing all children to freely explore their interests.

For LGBTQ+ inclusion, settings can create safe spaces by using inclusive language, representing diverse family structures, and training staff to respect and support diversity.

Accessibility for children with disabilities involves adapting physical spaces, providing tailored learning resources, and offering communication support, such as sign language or visual aids.

These practices mean that all children, regardless of gender, identity, or ability, experience a welcoming, inclusive environment from an early age. It also means settings are aware of ablism and think about the social model of disability in their provision. The social model of disability makes an important distinction between 'impairment' and 'disability'. It recognises that people with impairments are disabled by barriers that commonly exist in society. These barriers include negative attitudes, and physical and organisational barriers, which can prevent disabled people's inclusion and participation in all walks of life.

These resources can help you learn more:

--→ British Institute of Human Rights

--→ Equality and Human Rights Commission (EHRC) website: What are human rights

--→ Children's Commissioner for Wales (2017)

--→ UN Convention on the Rights of the Child (UNCRC)

--→ Inequalities in Health: The Black report

--→ Equality and Human Rights Monitor 2023: Is Wales Fairer? | EHRC

--→ About the Children's Commissioner for Wales

--→ 'Know your rights' poster – Children's Commissioner for Wales

--→ The Right Way – A Children's Rights Approach

--→ Children's rights

Activity: Assessing your setting's existing equality and diversity policy

This activity involves assessing your setting's existing equality and diversity policy to make sure it effectively supports equity, equality, diversity, and inclusion. You'll focus on evaluating the policy, making necessary revisions, and summarising the improvements you may need to make so you're promoting equity, equality, diversity and inclusion effectively.

Back to 1.2

Task 1

Research and review legislation and policy

- Review current legislation and policies that support equity, equality, diversity, and inclusion, such as the **Equality Act 2010** and the **Complete tasks to build knowledge for standard Needs and Education Tribunal (Wales) Act**, and summarise how these should be reflected in your policy.
- Workplace behaviours and values: Examine best practices for promoting equity and inclusion through behaviours and values in early years and childcare settings. Collect examples of effective practices.

Task 2

Evaluate the workplace equality and diversity policy

- Legislation and policy alignment: does the policy reflect relevant legislation that includes compliance steps that need to be carried out? Is anything missing or not aligned with legal requirements?
- Promoting positive behaviours and values: does the policy support behaviours and values that promote equity, equality, diversity, and inclusion? Does it provide practical guidance for staff interactions?
- Addressing discrimination: review the strategies for tackling discrimination, stereotyping, unconscious bias and prejudice. Highlight the ways the policy's enhanced strategies help mitigate the impacts of discrimination and power imbalances in the setting. Evaluate the feasibility of these strategies and identify any additional needs.
- Creating an anti-racist culture: examine the actions proposed for ensuring an actively anti-racist culture, including training and curriculum adjustments. Assess how these actions will affect the setting's culture and inclusivity. You can use the **DARPL toolkit** to support you with this.

Task 3

Revise the policy

- Update legislation: revise the policy so it's in line with current laws and guidelines
- Strengthen behaviours: refine Standards to promote inclusivity, with practical staff guidance
- Enhance anti-discrimination: expand strategies and procedures for dealing with discrimination and prejudice
- Advance anti-racism: include comprehensive actions for training and community engagement to promote an anti-racist culture.

Task 4

Write a summary of your findings from your research and evaluation then reflect on the process of reviewing and revising the policy. Consider how the changes improved the policy's effectiveness in promoting equity, equality, diversity, and inclusion. You could include how this activity has increased your understanding and application of these principles in your setting.

Back to 1.2

Standard 1.2: Equity, equality, diversity and inclusion
Summary of my findings: Maximum 250 words

Back to 1.2

Standard 1.2: Equity, equality, diversity and inclusion
Reflection: Maximum 250 words

Standard 1.3 Welsh language and culture

When considering the impact of the Welsh language and culture in early years and childcare settings, it's essential not to make assumptions about whether someone does or doesn't speak Welsh based on unconscious bias. Every individual, regardless of background, has the potential to learn and use the Welsh language (Cymraeg). You should understand the importance of Cymraeg in unifying a multicultural community, as Mudiad Meithrin emphasises: "By giving the Welsh language to the young children of Wales, we hope to unify a nation and build a vibrant, open, and multi-cultural Welsh community."

Welsh-medium education promotes bilingualism, enhancing cognitive development and creating a strong cultural connection. Supporting cultural awareness through learning Welsh, embeds a sense of belonging for all children, whether they come from Welsh-speaking households or not. Raising awareness about the Welsh language also allows people from outside Wales to engage with and understand its significance, reinforcing that Cymraeg belongs to everyone in Wales. By being mindful of our assumptions, we contribute to a more inclusive and respectful environment, so that all children receive a rich, culturally relevant foundation for their development.

These resources may help you learn more:

- --> Welsh Government (2017) Cymraeg 2050: Welsh language strategy pages 4 to 12
- --> You Tube video about Mwy na geiriau / More than just words
- --> Social Care Wales resource and guidance: Using Welsh at work
- --> Social Care Wales e-learning module: Assessing and recording your staff's language skills
- --> Social Care Wales e-learning module: Welsh language awareness
- --> Social Care Wales e-learning module: Developing a bilingual workforce for the early years and childcare sector
- --> Mudiad Meithrin
- --> Early Years Wales: Welsh Language Support
- --> Welsh language standards for public services
- --> Cwlwm's Welsh Promise

Activity

Carry out your own observational study about the effectiveness of Welsh language and culture integration with your setting.

Task 1

Review and make notes about these important Welsh language legislation and policies:

- --> Welsh Language Act 1993
- --> Welsh Language (Wales) Measure 2011
- --> Welsh Language Standards 2016
- --> 'More than Just Words' framework
- --> 'Active Offer'
- --> Cymraeg 2050

Review your local **Welsh Education Strategic plan (WESP)** and identify the role your setting plays in supporting your local plan.

Develop an observation checklist focusing on:

- language use
- cultural elements
- children's rights
- equity
- equality, diversity and inclusion.

Task 2

Review

Think about a typical day or specific activity in your setting. These could include:

- Language use: the frequency and naturalness of Welsh used by staff and children, to make sure there's bilingual provision.
  - Daily routines: integrate Welsh into daily greetings, instructions, and activities
  - Bilingual resources: use bilingual signs, labels, and educational material
  - Staff training: offer Welsh language courses to staff for improved proficiency.
- Cultural elements: include Welsh culture in storytelling, songs, games, and displays
  - Cultural events: celebrate Welsh festivals with traditional foods, music, and activities
  - Integration: embed Welsh culture into storytelling, songs, games, and displays
  - Training: provide training on Welsh traditions and history.
- Engagement and interaction: children's interest and interaction with Welsh language and culture
  - Parental/carers involvement: encourage parents/carers to use Welsh and take part in activities
  - Community links: connect with Welsh-speaking communities and invite local speakers
  - Ambassadors: appoint staff and children as Welsh language ambassadors
  - Digital tools: use Welsh-language apps and media with the children.
  - Impact on development: signs of cognitive, social, and emotional development linked to Welsh language use
- Immersion: use Welsh-only activities to boost cognitive, social, and emotional growth
  - Curriculum integration: include Welsh language and culture across various subjects
  - Assessment: monitor language use and development to refine practices
- Rights and inclusion: support children's rights, equity, equality, diversity, and inclusion through language use, cultural elements, engagement, interaction, and methods for language immersion. Assess how these support children's development and rights
  - Active offer: proactively provide Welsh services and promote they're available
  - Equity and inclusion: make sure there's bilingual communication and engage parents/carers to support all children's rights and diversity
  - Workforce planning: address language skills gaps with targeted training and recruitment.

Back to 1.3

Task 3

Write down your observations below.

Analyse your findings and develop an action plan to enhance Welsh language and cultural practices.

Address skills gaps and use this to help prepare for inspections and the setting's Self-Assessment of Service Statement (SASS).

Reflect on alignment with legislation, policies and the local authority WESP you identified in task 1, and highlight the effectiveness of methods, workforce skills gaps, and the impact on children's development.

You can share your insights with staff, discussing strengths and Areas of improvement.

Standard 1.3 Welsh language and culture
Maximum 250 words

Standard 1.4 Prevention and early intervention

Prevention in early years and childcare involves strategies to promote healthy development and avoid problems before they begin. Early intervention is a form of support aimed at improving outcomes for children or preventing escalating needs or risks as soon as they're noticed, providing support and resources to children and their families/carers. Both aim to enhance children's well-being, development, and long-term outcomes.

Activity: understanding of the importance of prevention and early intervention

Write a comprehensive report that shows your understanding of the importance of prevention and early intervention in childcare. You should include relevant Welsh Government legislation, policies, and initiatives. You must be able to draw on your own experiences and relate this knowledge to practical applications within your childcare setting.

Report structure

1. Introduction and the importance of prevention and early intervention. Introduce prevention and early intervention in early years and childcare, highlighting their critical role in mitigating developmental issues and enhancing positive outcomes. Use practical examples to explain their importance in promoting children's well-being and development.

2. Models, approaches, theories, and Welsh Government frameworks. Describe models and approaches, for example:

   - First 1,000 days
   - Healthy Child Wales
   - Team around the family
   - Together for children and young people framework 2015
   - Positive parenting.

Review their theoretical underpinnings, Welsh Government legislation, policies, and programmes, and how these frameworks guide your practice and strategies.

3. Ensuring expression of feelings, views, and choices. Debate the importance of supporting children and families/carers to express their feelings and choices, making sure you know "what matters" to them. Highlight considering the child's perspective in early intervention. Provide examples of strategies from your practice and when the child's voice influenced decision-making and engagement

4. Early intervention and prevention strategies in practice. Explain specific strategies like preventative processes and family engagement techniques. Explain their alignment with discussed theories and models. Provide examples and case studies showing how you apply your knowledge to support children and their families/carers in your setting.

Resources to help you:

⇢ ACE hub Wales

⇢ SCIE Prevention and well-being

⇢ Family action, grasping the nettle

Back to 1.4

Standard 1.4 Prevention and early intervention
Maximum 700 words

Standard 1.5 Safeguarding

Safeguarding means preventing harm, protecting children and adults at risk from abuse or neglect and educating those around them to recognise the signs and dangers. It involves promoting people's well-being, making sure they're safe, and creating environments where they can thrive without fear. Safeguarding is crucial because it helps prevent abuse, exploitation, or mistreatment, so that children's physical, emotional, and developmental needs are met.

In an early years and childcare setting, safeguarding is vital as young children are particularly vulnerable and depend on adults for protection. A manager plays a key role in safeguarding by making sure there are policies and procedures to identify and deal with any potential risks to children. This includes carrying out thorough staff vetting, providing ongoing safeguarding training, and ensuring staff are aware of their responsibility to report concerns about a child's welfare.

The manager must also make sure the setting's safe and all staff follow safeguarding procedures. The manager also has a responsibility to safeguard staff by providing a safe working environment so staff are supported. They must also address any concerns about workplace well-being, bullying, or harassment. Overall, the leaders/managers' role is to create a culture where the safety and protection of both children and staff, are a top priority.

Activity: safeguarding policy

Prepare to discuss with your colleagues how your setting's safeguarding policy aligns with current best practices and legislative requirements. Focus on showing what you understand about the impact of case studies on your policy and present a plan for continuous improvement.

1. Understanding safeguarding responsibilities

1.1 Setting responsibilities

- Review your safeguarding policy: make sure the policy outlines clear responsibilities for safeguarding. Check if it addresses the roles of all staff members and their responsibilities
- Training and compliance: confirm that all staff receive regular safeguarding training and are aware of reporting procedures

1.2 Regulatory requirements

- Legislative compliance: make sure your policy aligns with key legislation such as:
  - Children Act 1989 and 2004
  - Working Together to Safeguard Children
  - Social Services and Well-being Act
  - safeguarding procedures
  - any local guidelines.

Questions to consider: why is it important to have a standardised approach to safeguarding learning and development? How can I use the standards in my organisation? What's the purpose of the standards? What do we do with them? Read our **frequently asked questions about the safeguarding standards.**

- Documentation: keep up-to-date records of compliance, including training logs and policy revisions.

Back to 1.5

2. Roles and Responsibilities

2.1 Designated Safeguarding Person (DSP)

- DSP role: review the DSP's role in your setting, including their responsibilities for managing safeguarding concerns and leading training.
- Qualifications and training: make sure the DSP has appropriate qualifications and ongoing professional development.

2.2 Multi-agency collaboration

- Interagency work: evaluate how effectively your setting collaborates with multi-agency teams. Review protocols for information sharing and joint working.
- Meeting participation: assess the roles and responsibilities during safeguarding meetings and make sure all relevant parties are involved.

3. Case study review

3.1 Case study analysis

- Daniel Pelka, Baby P, Victoria Climbié, Child BR, Child N, Katie: review these case studies to understand the failures and lessons learned. Focus on:

  - the failures identified - what went wrong in each case? Were there missed opportunities or procedural failures?
  - impact on policy: how did these cases influence changes in safeguarding legislation and practice?

- Action: create a summary for each case, highlighting key lessons learned and how they should impact your safeguarding policy.

3.2 Evaluating your policy

- Policy alignment: compare your policy against the lessons learned from these case studies. Are there gaps or Areas of improvement?
- Best practices: identify best practices and benchmarks from the cases and evaluate how your policy aligns with them.
- Action: list any discrepancies or areas where your policy can be strengthened based on the case study analysis.

4. Policy and practice improvement

4.1 Leading a safe environment

- Safe practices: evaluate current practices in risk assessment, staff recruitment, and creating a safe environment. Make sure these practices are proactive and up to date.
- Safeguarding culture: assess how your setting promotes a culture of safeguarding. Are there processes for ongoing staff engagement and attention?
- Action: develop a plan for improving practices, such as updating risk assessments or enhancing staff training programmes.

4.2 Policy implementation and effectiveness

- Implementation review: check how the policy is implemented and monitored within your setting. Are there effective ways of enforcing policies?

- Feedback method: evaluate how feedback is gathered from staff, parents/carers, and children. Make sure there are processes for reviewing and acting on feedback.
- Action: describe the steps to refine the policy implementation process and enhance feedback methods.

5. Preparation for the discussion

5.1 Document preparation

- Gather evidence: compile all relevant documents, including policy documents, training records, case study summaries, and compliance reports.
- Prepare reports: create a report summarising your findings from the case study analysis and policy evaluation.

5.2 Key discussion points

- Policy effectiveness: be ready to discuss how your policy meets the safeguarding criteria and Areas of improvement.
- Action plans: present a clear action plan for addressing any identified gaps or areas of improvement.

5.3 Supporting materials

- Case study summaries: provide short summaries of each case study with the main lessons.
- Policy comparison: include a comparison of your policy against best practices identified in the case studies.

Resources to help you:

⇢ NSPCC – published case reviews

⇢ National Independent Safeguarding Board Wales

⇢ Local safeguarding boards' thematic reviews

⇢ Social Care Wales Group A Safeguarding e-learning

⇢ Department of Health (2000) Lost in Care report

⇢ Children in Wales (2014) All Wales Child Protection Procedures Review Group website

⇢ Breaking the Cycle (2017) Welsh Government

⇢ South East Wales Safeguarding Board website: Operation Thistle (2012) film which raises awareness of the issues of child sexual exploitation

⇢ SCIE video: Safeguarding children: a new approach to case reviews

⇢ SCIE video: Partnership working in child protection

Back to 1.5

Use the table below to gather a witness statement from a colleague to show completion of the task. There's a template below you can follow, or the witness can write their own.

Witness testimony template:

Witness testimony

Date: [Insert date]

I, [witness's name], observed [leader's/manager's name] during a policy review session on [date]. The purpose of the session was to review the current safeguarding policy and propose improvements.

Observations:

- [leader's/manager's name] carried out a thorough review of the safeguarding policy, using evaluative methods
- the manager identified gaps and proposed relevant updates based on regulatory requirements and best practices
- the discussion highlighted a clear understanding of safeguarding principles, including roles, procedures, and integration with other policies.

Overall, [leader's/manager's name] showed a comprehensive understanding of safeguarding through their policy review and proposed updates.

Witness's name:

Position:

Signature:

Standard 1.6
Theories and models of child development

Theories and models of child development offer frameworks for understanding how children grow and learn. These theories highlight the role of biological, psychological, and socio-environmental factors in development.

Biological factors include genetics and neurodevelopment.

Psychological factors include cognitive and emotional processes.

Socio-environmental factors involve family dynamics, cultural influences, and socioeconomic status.

Watch this YouTube clip that explains some **theories in child development**.

Here are more YouTube videos about theories and models of child development:

1. Erikson's theory of psychosocial development

2. Vygotsky's theory of sociocultural development

3. Bowlby's attachment styles

4. Piaget's stage theory

5.Freud's psychosexual development theory.

Theories around Adverse Childhood Experiences (ACEs) are informed by the connections between these different models and theories. For instance, ACEs theory combines biological impacts such as stress responses, psychological effects like trauma, and socio-environmental factors such as unstable home environments.

Leaders/managers play an important role in integrating these theories into practice. They provide professional development, make sure resources support developmental needs, and create a reflective practice culture. This helps practitioners deal with the complex interactions between different factors affecting child development, and respond effectively to diverse needs.

Activity: developing a comprehensive support plan for a child in your setting

Objective: show your knowledge of how biological, psychological, and socio-environmental factors directly relate to the **Curriculum for Wales: Five Developmental Pathways**, and how understanding ACEs is crucial for children's well-being and dealing with emotional and social challenges.

- Activity overview: Select a child: choose a child in your setting who has additional learning needs. Collect detailed information about the child's background, developmental history and current needs

Steps:

1. Profile

- Select a child: choose a child in your setting who has complete tasks to build knowledge for standard needs. Collect detailed information about the child's background, developmental history and current needs

- Biological factors (**physical development** pathway): note any biological developmental delays, health conditions, or sensory impairments
- Psychological factors (**well-being and cognition and learning** pathways): identify psychological aspects such as emotional regulation, anxiety, or behavioural challenges.
- Socio-environmental factors (**personal and social development, well-being, and cultural diversity** pathways): understanding the child's family dynamics, socioeconomic status, and access to community resources to support social development and well-being.

2. Theoretical integration

- Biopsychosocial model: explain how the biopsychosocial model integrates biological factors such as developmental delays, psychological factors such as anxiety, and socio-environmental factors such as family instability affect the child's development (**well-being** and **personal and social development).**
- Additional theories: incorporate other relevant theories as needed, such as Bronfenbrenner's Ecological Systems Theory (**personal and social development** and **cognition and learning)** as it addresses how a child's broader environment, including family, school, and community, affects learning and social behaviour. Or, include attachment theory (supporting **well-being** and **personal and social development)**, which addresses emotional bonds and how it shapes the child's ability to form relationships and manage behaviour.

3. Support plan development

- Biological needs (**physical development** pathway): develop strategies to address the child's biological needs, such as specialised therapies or adaptive learning tools.
- Psychological support (**well-being and cognition and learning** pathways): include interventions to address psychological needs, such as counselling, emotional regulation programmes, or tailored behavioural strategies.
- Socio-environmental support (**personal and social development, well-being and cultural** diversity pathways): plan ways to support the child's family and community, such as connecting them with local resources, providing parenting/carering support, or engaging in community programmes.

4. Early intervention and prevention

- Intervention measures: describe early intervention strategies to address developmental delays and trauma. Include prevention measures to support the child's overall well-being and future development (**well-being**, **physical development**, and **cognition and learning** pathways)

5. Planning for collaboration

- Internal coordination (**language, literacy, and communication** pathway): working with staff helps create a shared language and approach in supporting the child's learning and communication skills.
- Community engagement (**personal and social development** and **cultural diversity** pathways): collaborating with community partners such as local health services, social services, speech therapists, child psychologists, and community organisations. Describe the steps for reaching out, setting up meetings, and coordinating efforts.
- Resource sharing: develop a community resource directory to help the child's family and share this information with staff and parents/carers.

6. Implementation and evaluation

- Action plan: create a timeline and action plan for implementing the support strategies
- Evaluation: discuss ways of monitoring the child's progress and adjusting the plan as needed

Resources to help you:

--> Welsh Government: early years and childcare contacts

--> Childcare Offer for Wales

--> Public Health Wales: ACE hub

--> Healthy Child Wales programme

--> Children in Wales

--> Family Information Service (FIS) Wales

--> Cwlwm: Childcare Wales Learning and Working Mutually

--> Hwb

--> Cardiff University: Centre for Child Development and Wellbeing

--> Curriculum for Wales: Five Developmental Pathways - NDNA

Reflection:

Write a detailed reflection on your activity below. Consider the following questions:

1. Understanding and applying theories

- How did your understanding of the biopsychosocial model and other relevant theories shape the development of the support plan? Did any specific theories offer unexpected insights into the child's needs? (**cognition and learning** and **well-being** pathways)
- What challenges did you have in applying these theories to practice, and how did you overcome them? How did you make sure theoretical concepts were effectively translated into practical strategies for the child? (**cognition and learning** and **well-being** pathways)

2. Impact of Adverse Childhood Experiences (ACEs)

- How did considering ACEs influence your approach to supporting the child? Which aspects of the child's background were most important to address, and why? (**well-being** and **personal and social development** pathways)

3. Early intervention and prevention

How did you incorporate early intervention and prevention strategies into the support plan? Reflect on the potential positive impacts of these measures on the child's development (**cognition and learning**, **physical development**, and **well-being** pathways)

4. Planning for collaboration

- How did you plan to work with internal staff and community partners to support the child? What strategies did you implement to ensure effective collaboration and resource sharing? (**language, literacy, and communication** and **personal and social development, well-being, and cultural diversity** pathways)

Back to 1.6

Standard 1.6 Theories and models of child development
800 words maximum, 200 each

Contents

Standard 2: Tasks to build your knowledge

Standard 2.1: Tasks (optional)

Working through the following content will help you understand theoretical approaches to leadership, management, innovation, and change. It will also guide you on using self-assessment and evaluation to support continual improvement, as well as understanding how to manage innovation and change effectively.

Standard 2.1 Theoretical approaches

Learning about theoretical approaches and frameworks of leadership and management can help leaders/managers understand how these frameworks can be used to support innovation, change and quality improvement within the leadership and management of early years and childcare settings. This supports an understanding for how to guide teams, implement new ideas, and steer the need for change.

Leadership in an early years and childcare setting means guiding staff to create a safe, nurturing environment for children. It involves setting clear goals, modelling best practices, making sure there's good collaboration, and supporting professional development. A leader inspires a shared vision, maintains strong parent/carer relationships, and makes sure every child has the best start in life. Leadership theories such as **transformational leadership** focus on inspiring and empowering staff, ensuring a positive environment for children.

Management in an early years and childcare setting involves organising and coordinating daily operations to create a safe, effective caring environment. It includes overseeing staff, managing resources, maintaining regulatory compliance, and ensuring the smooth running of activities. Effective management supports staff development and high-quality care and creates a structured environment where children can thrive. Management theories, like **situational or systems management**, emphasise adapting strategies to different scenarios, to show smooth operations and maintain high standards of care.

Innovation and change management in an early years setting involves introducing new ideas and practices to enhance care, play, learning and development. It includes planning and implementing changes effectively, engaging and training staff, encouraging creativity and adapting to evolving needs. Effective change management means the environment remains dynamic, creating a healthy culture of continuous improvement and enhancing outcomes for children and the setting as a whole.

Innovation theories support the importance of creativity and continuous improvement, encouraging staff to develop new ways to enhance children's learning experiences. Change management theories, such as **Lewin's Change Model** or **Kotter's Eight Steps**, provide structured approaches to implementing change, so that transitions are smooth and effective.

It's important you understand these theories as they give leaders/managers the tools to create a nurturing, innovative, and adaptable environment. This directly affects the quality of care and education children receive, supporting their development and well-being. By applying these theories, early years and childcare professionals can effectively lead teams, manage resources, embrace innovation, and successfully implement changes, so the setting remains dynamic and responsive to the needs of children and families and carers.

Activity: develop a plan for implementing change

To show what you know about leadership, management, innovation, and change management theories, models, and styles, develop a plan for implementing change in your setting or reflect on a change that has already happened. Reflect on theoretical concepts and make links to them within your setting.

Task 1: Research and reflection

Write a detailed reflection once you've completed the following:

- research various leadership theories, models of management, and change management frameworks. Focus on at least two leadership theories
- reflect on the meaning of the terms "leadership," "management," and "innovation and change management" within the context of early years and childcare settings. Consider how these concepts are relevant to your current role
- use a reflective journal to document your thoughts on the following questions:

  - what leadership styles do I naturally use, and how do they affect my team? Make sure you reflect on different personalities and behaviours. There are many free questionnaires to find out what kind of leader you are, but you can use this basic one from Very well mind and complete the following self-assessment

  - how do different leadership theories fit in with my experiences in leading change?

  - what change management models do I find most relevant to the challenges I face in my setting? You should also consider behaviours relating to change for staff and parents/carers.

Resources to help you:

⇢ Mind tools

⇢ Leadership theories:

- transformational leadership
- transactional leadership
- strategic leadership
- laissez-faire leadership
- autocratic leadership
- democratic leadership
- coaching leadership
- bureaucratic leadership.

Change management models:

- Lewin's change management model
- The McKinsey 7-S model
- Kotter's change management theory
- ADKAR change management model
- Nudge theory
- Bridges transition model
- Kübler-Ross change management framework
- The Satir change management methodology.

⇢ First year as a manager: practice guidance

⇢ Nursery Management: Maintaining Quality - All change

⇢ The Chartered Management Institute (CMI)

⇢ Leading as an ally in anti-racist Wales

Back to 2.1

Reflection on the above questions
750 words maximum

Back to 2.1

Conclude this task by summarising your understanding of organisational culture and ethical leadership. Reflect on how these aspects influence the success of innovation and change initiatives. 350 words maximum

Back to 2.1

Task 2

1. Identify a change initiative

- Think of a recent or upcoming change initiative within your setting. This could be something you have led, are currently involved in, or anticipate leading.
- Describe the context of the change, including the reasons for the change, the key stakeholders involved, and what you want to achieve.
- Think of the leadership theories and change management models you researched above. Apply them to the selected change initiative and answer the following questions:

Briefly describe the change you have/will need to implement: **250 words maximum**

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Describe the leadership style(s) you have/will adopt to guide this change. Justify your choice by linking it to the leadership theories you've studied and explain why it's suitable for this change. You might want to think about people who have different personalities and styles to you – did you have to adapt?
250 words maximum

Back to 2.1

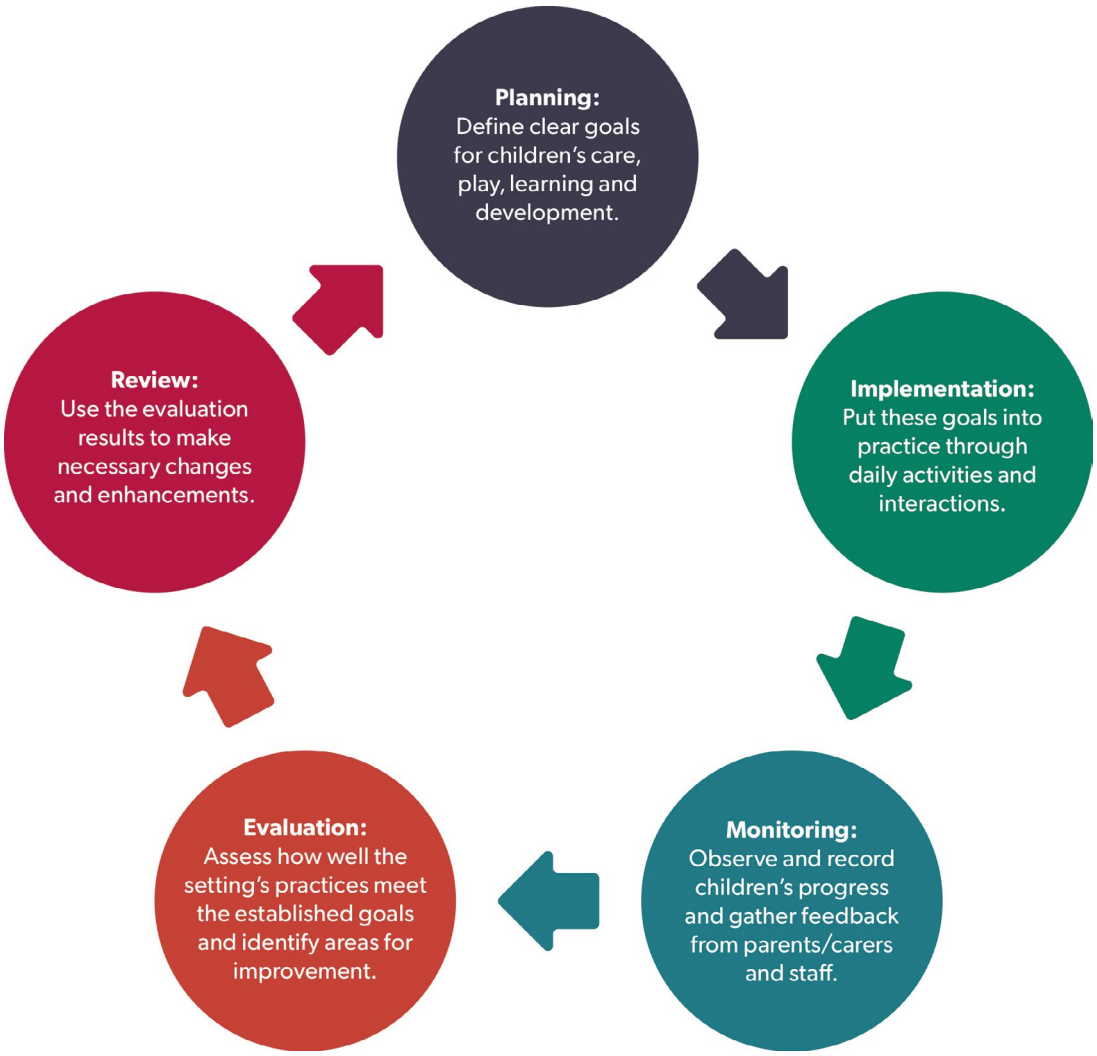
Write down a step-by-step outline of how you have/will manage the change process using a specific change management model, for example Kotter's 8-Step Process.
350 words maximum

Back to 2.1

Explain how you embedded/will ensure ethical leadership and maintain a positive organisational culture throughout the change, and describe the role of leaders/managers in leading innovation and change. Make sure you reference/link this to CIW and ESTYN reports.
350 words maximum

Standard 2.2 Self-assessment of service and evaluation should be used to support continual improvement

In an early years and childcare setting, self-assessment and evaluation are crucial for continual



improvement. By systematically evaluating the services, settings can identify strengths and pinpoint areas needing development. Self-assessment involves reflecting on practices, comparing them to established standards, and gathering feedback from children, parents/carers, and staff. This process helps ensure that the care and education provided meet developmental and safety needs effectively. This self-assessment cycle can look like this:

Regular self-assessment supports continual improvement by allowing staff to adapt and refine their approaches based on real-time events, data and feedback. It promotes a culture of reflection and

responsiveness, so that practices evolve in line with best practices and emerging needs. This process not only enhances the quality of care, learning and development, but also boosts staff morale and parent/carer satisfaction, ultimately contributing to a nurturing and effective early years and childcare environment.

Activity: lead a team meeting session

To show what you know about service improvement processes, lead a team meeting with your staff, focusing on real-time service improvement in the setting. This meeting will involve data collection, analysis, and collaborative planning. If you've recently completed the **Care Inspectorate for Wales Self-Assessment of Service Statement** for your setting, you can use information from this.

1. Step-by-step task:

- Preparation (pre-meeting – if you don't already collect data, you may need a couple of weeks to collect your information).
- Data collection: before the meeting, collect data on current practices using methods like:
- observations of daily routines
- feedback from parents/carers, staff and children, such as through surveys and interviews
- review of children's progress records and incident reports.
- Guidance review: study relevant self-assessment guidelines from Care Inspectorate for Wales, Estyn, and Health Improvement Wales.

2. Meeting introduction

- Overview: present the meeting's goals, emphasising the importance of continuous service improvement.
- Self-assessment cycle: briefly review the self-assessment cycle, highlighting how ongoing assessment informs practice.

3. Identifying improvement areas

- Group activity: break the staff into small groups and provide them with the collected data.
- Task: ask each group to analyse the data and identify areas where improvement is needed, referencing the external guidance reviewed.

4. What matters to families/carers and children?

- Discussion: facilitate a discussion about what matters most to children and families/carers. Use recent feedback to guide the conversation.
- Integration: each group identifies one key element that matters to families/carers and discusses how this can be embedded into practice.

5. Using feedback for improvement

- Positive feedback: each group analyses a piece of positive feedback. Discuss what made these practices effective and how they can be reinforced across the setting.
- Concerns and complaints: analyse a real or hypothetical concern or complaint. Discuss strategies to deal with the issue and how to stop it happening again.

Back to 2.2

6. Action planning

- Collaborative planning: groups create an action plan based on their findings. The plan should include:

  - steps to address identified improvement areas.
  - methods for embedding what matters to families/carers.
  - strategies for using positive feedback and addressing concerns.

- Feedback: each group gives feedback about their plan, explaining how it will improve outcomes for children and families/carers.

7. Follow-up (post-meeting):

- Implementation: you'll now oversee the implementation of the selected action plans in the setting.
- Monitoring: set up regular check-ins to monitor progress and make adjustments as needed.

Reflection: after a few weeks, gather feedback about the changes made and reflect on the impact. Prepare a brief report below summarising the outcomes, including any further improvements needed. 500 words maximum

If you haven't completed a Care Inspectorate for Wales Self-Assessment of Service Statement for your setting, why not support its completion?

Standard 2.3 Managing innovation and change

Managing innovation and change in an early years and childcare setting involves implementing new ideas, methods, or technologies to improve the learning environment and operations. This needs planning, open communication, and a willingness to adapt.

But there are often difficulties during the change process, particularly with resistance/reluctance from staff and/or parents/carers. This resistance is a natural response, as change can disrupt established routines and create uncertainty. **Kurt Lewin's Change Management Model** provides insight into this process by breaking it down into three stages:

- unfreezing
- changing
- refreezing.

Resistance/reluctance is most dominant within the unfreezing stage, where the change is challenged. At this point, staff may feel anxious about the potential loss of familiar practices, leading to pushback against new initiatives. This resistance can stem from various factors, such as fear of the unknown, lack of trust in the change process, or concerns about competence in new tasks.

To effectively manage resistance or reluctance, the **Five Whys technique** can be a powerful tool. This method involves asking "Why?" multiple times - typically five - to drill down to the underlying causes of resistance. For example, if staff resist a new digital record-keeping system, the first "why?" might reveal concerns about technical skills. Further questioning might uncover deeper issues, such as a lack of training or fear of increased workload.

By identifying these root causes, leaders can take targeted actions to address concerns, such as providing additional training, offering reassurance, or involving staff in the change process. This approach not only helps to mitigate resistance/reluctance but also creates a sense of ownership and collaboration among staff, leading to smoother implementation and more sustainable, long-term success in the early years and childcare setting.

Activity: case study scenario

You are the manager of Sunny Days Nursery, a well-established early years and childcare setting. The setting has operated with traditional methods for several years, but recent feedback from staff, families/carers, and regulatory bodies such as Care Inspectorate Wales suggests the need for modernisation. You're tasked with implementing a new digital learning and communication platform that will streamline record-keeping, enhance parent/carer-staff communication, and support children's care, play, learning and development.

Back to 2.3

Task 1: identifying the benefits of innovation and change

Question: reflect on the benefits this new platform could bring to the setting. Consider both the immediate and long-term advantages for children, staff, and families/carers.
350 words maximum

Back to 2.3

Activity: use Kurt Lewin's Change Management Model to explain how you would guide the setting through the unfreezing, changing, and refreezing stages.
350 words maximum

Back to 2.3

Task 2: addressing challenges to innovation and change

Question: what challenges might you face in implementing this digital platform? Consider resistance or reluctance from staff, families/carers, and other stakeholders, and its application in a work setting using the Five Whys technique.
350 words maximum

Back to 2.3

Activity: propose strategies to address these identified issues, such as additional training, open communication sessions, or pilot testing the platform with a small group.
250 words maximum

Back to 2.3

Task 3: using partnership working to manage change

Question: how could you involve staff, families/carers, and external partners in the process of introducing the new digital platform? What are the benefits of using a partnership approach? 350 words maximum

Back to 2.3

Activity: develop a partnership plan that explains how you would collaborate with staff, families/carers, partners and possibly technology experts to ensure a smooth transition. Include details such as holding regular meetings, feedback sessions, and collaborative workshops. Include specific strategies for engaging each group and explain how their input would be incorporated into the change process. 350 words maximum

Back to 2.3

Task 4: applying project management approaches

Activity: create a project plan that includes a timeline, key milestones, roles and responsibilities, risk management strategies, and evaluation criteria. Explain how you would monitor progress and make adjustments as needed.
350 words maximum

Back to 2.3

Task 5: reflecting on practical experience

Write a reflective account: if possible, draw upon a past experience where you managed a significant change or innovation in your setting. How did you apply the theories and approaches discussed in this case study to that situation? Explain the steps you took, the challenges you faced, and how you applied theoretical models and practical strategies to manage the change. Highlight the outcomes and any lessons learned that could inform future innovations.
500 words maximum

Resources to help you:

⇢ Acas: How to manage change

⇢ Academi Wales Learning Resources

Standard 3: Tasks to build your knowledge

Standard 3.1: Tasks (optional)

The following content will help you learn about equality, diversity, and inclusion in workforce development, highlighting the importance of the Welsh language. You'll explore effective approaches, skills, and qualities for leading and managing teams, and understand the purpose and requirements of values-based recruitment and induction. You'll also learn more about:

- supporting effective team performance
- managing conflict and poor performance
- carrying out supervision and appraisals
- using coaching, mentoring, and motivational interviewing techniques.

Standard 3.1
Equality, diversity and inclusion in the context of workforce development

In an early years and childcare setting, equality, diversity, and inclusion (EDI) involves creating a supportive environment where all children, staff, and families/carers feel valued and respected. For workforce development, this means leaders/managers must make sure there's a culture that promotes equal opportunities, recognises diverse backgrounds, and actively includes all individuals, regardless of race, gender, disability, or socioeconomic status.

Leaders/managers are responsible for setting EDI policies, training staff, and ensuring practices are inclusive. They must address biases, challenge discrimination, and adapt resources to reflect diversity and equity. This includes creating an inclusive environment that respects cultural differences and encourages children to value diversity. Effective communication, support for staff's professional growth through training and learning, and modelling inclusive behaviour are vital. By embedding EDI in everyday practices, leaders/managers create a positive, nurturing environment that benefits both staff and children, promoting a culture of acceptance, equity, and belonging.

Activity: equality, diversity and inclusion policy review and improvement plan

Review your setting's current equality, diversity and inclusion (EDI) policies, procedures, and practices, reflecting on how well they challenge discrimination and align with the **Equality Act (2010),** **Welsh Government's Anti-Racist Wales Action Plan**, **LGBTQ+ Action Plan for Wales** and the principles of equity of opportunity.

Based on your assessment, create an improvement plan to address gaps and enhance EDI in managing and leading your workforce.

Task steps

1. Review existing policies:

- review the setting's existing EDI policy, staff handbook, and any related procedures, such as recruitment, training, induction materials and professional development
- consider how well these documents align with the **Equality Act (2010),** Welsh Government's Anti-Racist Wales Action Plan, LGBTQ+ Action Plan for Wales requirements and promote equity of opportunity
- look for evidence of inclusion, fairness, and support for diverse staff needs.

2. Carry out an EDI audit:

- use an EDI audit template (there's one in appendix 1 if you don't already have one) to evaluate current practices across various areas, such as recruitment, team dynamics, accessibility, training opportunities, and support systems
- identify strengths, weaknesses, gaps, and Areas of improvement.

3. Develop an improvement plan:

- based on the audit findings, create a detailed improvement plan to address gaps and enhance EDI in the setting
- the plan should cover:

  - actions: specific steps to address each identified gap
  - responsibility: who will be responsible for each action
  - timeline: when each action should be completed
  - resources needed: training, materials, or support needed to implement the actions.

- make sure the plan includes measurable objectives to track progress and outcomes.

4. Reflective report:

- write a short reflective report below, summarising key findings from the audit, the reasons you chose the actions in the improvement plan, and personal reflections on how this task has deepened your understanding of EDI in workforce management.

Resources to help you:

⇢ National Minimum Standards for Regulated Childcare for children up to the age of 12 years

⇢ Acas: Equality and discrimination

⇢ Acas: Rights and Responsibilities

Back to 3.1

Reflective report:
400 words maximum

Standard 3.2 Welsh language in the context of workforce development

In early years and childcare settings, Welsh language and culture play an important role in workforce development, child-centred care, and compliance with legal standards. Understanding the significance of the Welsh language is essential for creating an inclusive and culturally responsive environment.

Importance of Welsh language and culture

The Welsh language is an important part of Wales's cultural heritage and identity. For young children, being immersed in Welsh from an early age fosters bilingualism, improves cognitive development, and strengthens cultural ties. Introducing Welsh language and culture through daily interactions, stories, songs, and activities helps children appreciate and respect their cultural roots while developing valuable language skills.

Staff Welsh language skills

Understanding staff's Welsh language skills is crucial for effectively meeting the needs of Welsh-speaking families/carers and allowing settings to deliver services in both Welsh and English. Staff with strong Welsh language skills can offer a more immersive and authentic experience for children, supporting their language development and helping them feel valued in a bilingual setting. It also helps settings comply with the Welsh Language Standards, which require public services to provide equitable access to Welsh language services.

Promoting Welsh language and culture

Promoting Welsh language and culture within the setting involves integrating Welsh into daily routines, activities, and communication. This can be achieved through Welsh language signage, bilingual resources, Welsh-themed events, and encouraging staff to use Welsh regularly. Engaging with parents/carers and the community to celebrate Welsh festivals and traditions can also reinforce the language and culture in a meaningful way.

This aligns with the **Welsh Active Offer**, part of the **More than just words** strategy, which aims to ensure that Welsh speaking children and families/carers receive services in their preferred language, Welsh. It emphasises the right of individuals to access services in Welsh and promotes the proactive use of the language in public services, rather than waiting for individuals to request it. This initiative seeks to enhance the quality of service and support the use of Welsh in everyday life. Although More than Just Words is an action plan for health and social care, the principles of the plan and the active offer can also be embedded within early years and childcare settings.

Welsh Language Measure (2011)

The Welsh Language Measure (2011) is significant because it established Welsh as an official language in Wales, giving it equal status with English. It mandates that public bodies and service providers, must offer services in Welsh and English. This ensures that Welsh-speaking families/carers can access services in their preferred language, promoting linguistic equality and inclusivity.

Welsh Language Standards (2016)

The Welsh Language Standards (2016) explain in detail the requirements for implementing the Welsh Language Measure. These standards set out specific obligations for organisations, including early years and childcare settings, on how to deliver services in Welsh.

They cover aspects such as providing Welsh language services, employing Welsh-speaking staff, and making sure communication and information are available in both languages.

Complying with these standards means that early years and childcare settings can meet the needs of Welsh-speaking children and families/carers, uphold cultural heritage, and promote a bilingual ethos within their settings.

Our **'Using Welsh at work' web pages** are full of useful information and resources to promote the use of the Welsh language within the early years and childcare sector.

Activity: Welsh language team meeting

Hold, or use a Standard of a planned team meeting, to identify practical ways to promote and support the Welsh language with staff.

1. Pre-meeting preparation: Welsh language audit

- Carry out an audit of your Welsh language provision to **assess and record your staff's Welsh language skills**.
- Analyse the data to identify current strengths, gaps, and Areas of improvement.
- Create a list of common Welsh signs, phrases, communication, resources and expressions used in early years and childcare settings.

2. Team meeting

- In your team meeting, discuss briefly the importance of the Welsh language and culture, including:

  - the Welsh Language Measure (2011) and its application
  - the Welsh Language Standards (2016)
  - Cwlwm: Welsh Promise – Promoting Welsh language and culture
  - why understanding staff's Welsh language abilities is crucial
  - how the Welsh language is integral to child-centred care.

- Divide the team into pairs or one small group.
- Each pair/group thinks through ideas for one of the following topics:

  - how to identify our own Welsh language skills - what tools or methods can we use (for example self-assessment, informal conversations)?

  - ways to promote the Welsh language in daily activities: create ideas to incorporate the Welsh language into everyday routines, such as using basic Welsh phrases, Welsh songs, or bilingual story time.

  - supporting a bilingual environment: how to create a welcoming environment for Welsh language and culture, such as bilingual signs, displays of Welsh cultural items.

- Each pair/group shares feedback, suggestions and best practices.
- Manager notes down ideas on a whiteboard or flipchart.

3. Evaluation and next steps:

- Write a comprehensive evaluation and of the session and an action plan based on the session's findings, of how you will be incorporating/improving:

  - regular Welsh language audits
  - Welsh language training and development for staff (such as Cwlwm Camau offer, Camau/learn Welsh)
  - integrating Welsh language in daily routines and activities
  - strategies for daily promotion of Welsh language and culture
  - bilingual communication with parents/carers
  - access to and compliance with the Welsh Language Standards documents and guidance.

500 words maximum

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Reflection questions:

- **what was the most challenging part of this activity and why?**
- **how has this activity changed your perspective on the importance of Welsh language provision in your setting?**
- **what are your next steps in enhancing Welsh language provision and support within your setting?**

250 words maximum

Standard 3.3
Effective leadership and management

Effective leadership and management in an early years and childcare setting needs a deep understanding of core values, behaviours, and strategies.

Core values such as respect, integrity, and empathy support effective leadership behaviours, including clear communication, active listening, and being a role model for ethical conduct.

Leadership involves setting a vision, inspiring others, and making sure the team works together, while management focuses on organising resources, implementing plans, and maintaining smooth operations. Leaders guide and motivate, while managers make sure tasks are completed efficiently.

Leaders' powers and responsibilities include influencing, mentoring, and driving innovation, whereas managers are responsible for planning, decision-making, and maintaining daily operations. Both roles involve accountability for team performance and child safety.

Emotional intelligence is critical for understanding and managing our own emotions and understanding others, which enhances relationship management, conflict resolution, and team cohesion. Leaders with high emotional intelligence build trust, show empathy, and navigate complex interpersonal dynamics effectively.

To motivate staff, leaders should recognise achievements, provide opportunities for professional growth, and create a supportive environment that values each team member's contribution. Clear communication of expectations, fostering a sense of belonging, and encouraging collaboration can enhance motivation and job satisfaction.

To show your knowledge of approaches, skills and qualities for effective leadership and management of teams, reflect on practical experience.

Activity: leadership in action; reflective portfolio

Create a reflective portfolio over a period of two weeks, documenting your approaches, decisions, and reflections in leading and managing your team. The portfolio will include evidence of how you've applied theories, core values, and leadership behaviours in your practice.

The portfolio can include a combination of written reflections, case studies, action plans, team feedback, and any relevant supporting documents, such as emails and meeting notes.

1. Core values and leadership behaviours

- Task: reflect on the core values that support your approach to leadership and how you show these every day when interacting with your team.
- Evidence: provide two examples of recent situations where you've shown these core values through specific leadership behaviours. Describe the context, your actions, and the outcomes.

2. Distinguishing leadership from management

- Task: choose a recent situation where you had to act as both a leader and a manager. Reflect on how your approach differed in each role.
- Evidence: write a comparative analysis of your leadership and management actions in the situation, explaining the differences between the two roles and how you balanced them effectively.

3. Powers and responsibilities of leaders and managers

- Task: identify a decision-making process within your team that involved navigating ethical dilemmas or addressing organisational culture
- Evidence: document the process, linking it to your core values and leadership behaviours. Explain how you balanced your powers and responsibilities to ensure a positive outcome.

4. Emotional intelligence and relationship management

- Task: carry out a self-assessment to find out **how emotionally intelligent you are**. Research an emotional intelligence framework, such as **Goleman's Emotional Intelligence framework**.
- Evidence: think of a recent conflict or challenging situation in your team. Describe how you applied emotional intelligence skills, such as self-awareness and empathy, and relationship management strategies to resolve the situation. Reflect on what went well and what could have been improved.

5. Motivating staff

- Task: implement a motivational strategy based on a specific theory, for example **Maslow's Hierarchy of Needs** or **Herzberg's Two-Factor Theory**, to enhance team performance.
- Evidence: describe the chosen strategy, its theoretical basis, and how you applied it. Include feedback from team members and any observable impact on team morale or performance

6. Conclusion

- Task: critically evaluate your own development as a leader and manager over the last two weeks, identifying strengths, Areas of improvement, and next steps for professional growth.

7. Reflection

- Questions to answer:

  - how did the reflective portfolio activity help you understand the core values and behaviours essential to leadership in your role?

  - in what ways did this activity highlight the differences between leadership and management?

  - how did this exercise contribute to your understanding of emotional intelligence and relationship management in team dynamics?

  - what insights did you gain about motivating your team through the application of specific theories?

Resources to help you:

⇢ Social Care Wales: First year as a manager

⇢ National Skills Academy: The Leadership Qualities Framework

⇢ Academi Wales resources

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Reflection
500 words maximum

Standard 3.4
Values-based recruitment and induction

Values-based recruitment in an early years and childcare setting makes sure workers align with the setting's core values. These include respect, empathy, child-centred care, and a commitment to safeguarding and nurturing children's development. It's essential because it helps create a positive environment, enhances team cohesion, reduces staff turnover, and means there's consistent, high-quality care.

Tools to support values-based recruitment include:

- behavioural interview techniques: this uses past experiences to predict future performance. People provide specific examples that show their skills and values, such as how they handled challenging situations. This method helps assess alignment with the setting's core values, like patience, empathy, and teamwork
- values assessments: this determines if someone's values align with the setting's core principles, through questionnaires, scenario-based questions, or value-focused interview questions. The aim is to find candidates who naturally support the setting's commitment to a supportive, inclusive, and nurturing environment for children.
- realistic job previews: these give people a clear view of both the job's positives aspects and its challenges, through a setting tour or shadowing staff. A preview can help someone assess their suitability, understand job expectations, and make sure they're genuinely interested and prepared for the setting environment.

Recruitment requirements involve advertising roles, carrying out thorough background checks, verifying qualifications, and assessing candidates against values and competencies relevant to early years and childcare.

Induction requirements involve orienting new staff to policies, procedures, safeguarding protocols, and the setting's ethos. This process includes Evidence log (mandatory) training on health and safety, child protection, and developmental practices.

Recruitment and induction are interconnected. Together, they make sure new workers are well-suited to their roles and understand the setting's expectations. A comprehensive induction builds on the recruitment process, reinforcing the values and skills identified as critical during hiring. Aligning both processes fosters a supportive, value-driven culture, crucial for the development and well-being of children in early years and childcare settings.

The **Social Care Wales framework** supports the recruitment and induction of workers by providing a standardised approach. It explains the core knowledge, skills, and values needed for working in early years and childcare settings in Wales, so there's consistency and quality. Using this framework means that all new recruits receive comprehensive training on essential topics such as principles and values, health and well-being, professional practice, safeguarding and health and safety. The guidance documents are available for both leaders/managers and workers. You can access them here:

- **Guidance for managers and employers**
- **Guidance for workers**.

Integrating the framework into recruitment and induction makes sure new staff are working with the Welsh national standards, helping them understand their roles and responsibilities clearly. This structured approach promotes confidence, competence, and adherence to best practices, supporting a smooth transition into the setting environment and enhancing staff retention and overall care quality.

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Activity: carry out a recruitment and induction process, or reflect on recent recruitment activity

Show your knowledge and skills in values-based recruitment, the framework, regulatory requirements, and probationary periods by either carrying out a real recruitment and induction process for a new staff member or by analysing a previously completed process. **A guide to recruiting well** and **A guide to inducting well** can help you with your activity.

If you've already been through this process, review its effectiveness by assessing compliance with all requirements, identifying strengths, and pinpointing Areas of improvement. Develop a comprehensive review and improvement plan, including a detailed report on your findings and recommendations to enhance future recruitment and induction practices. Then, complete the activity at step 5.

Step by step:

1. Plan and prepare for recruitment

- Define the role: identify a vacancy within the setting, for example early years practitioner.
- Create a job description: develop a detailed job description and person specification that highlights the setting's core values such as empathy, inclusivity, child-centred care, as well as regulatory requirements such as qualifications, DBS checks.
- Design recruitment materials: prepare values-based interview questions and assessment criteria to evaluate how candidates align with the setting's values. Include specific scenarios that test candidates' alignment with these values.
- Advertise the vacancy: post the job ad on appropriate platforms, making sure it clearly communicates the setting's values and expectations.

2. Carry out the recruitment process

- Shortlist individuals: review applications, shortlist individuals, and verify their qualifications and references, making sure all regulatory requirements are met.
- Hold values-based interviews: hold interviews using prepared values-based questions and scenarios. Use an assessment rubric to evaluate everyone's responses against the setting's core values and competencies.
- Select an individual: choose the person who best aligns with the setting's values and meets regulatory requirements. Offer the position and clearly explain the probationary period terms.

3. Implement the induction process

- Plan the induction programme: develop a comprehensive induction plan following the framework. Include training on health and safety, safeguarding, child development practices, and an introduction to the setting's policies, procedures, and values.
- Carry out the induction: deliver the induction programme over the first few weeks, making sure the new staff member understands all aspects of their role, the setting's values, and the expectations.
- Use real life scenarios: integrate hands-on activities, such as shadowing senior staff, attending training sessions.

4. Monitor and assess during the probationary period

- Regular check-ins: hold regular meetings to provide feedback, discuss progress, and address any concerns. Use the probationary period to assess the new staff member's fit with the setting's values and their ability to perform the role effectively.
- Final evaluation: at the end of the probationary period, carry out a formal evaluation to determine whether the new staff member has met all the requirements and aligns with the setting's values.

5. Reflect and document learning

- Document the process: prepare a report or presentation summarising the recruitment, induction, and probationary period, showing compliance with regulatory standards and alignment with values-based practices.
- Feedback session: hold a debriefing session with another senior staff member to review the recruitment and induction process. Reflect on what went well, Areas of improvement, and any changes needed for future recruitment. You can use the reflection questions below.

1000 words maximum (approx. 200 words each)

1. How well did the job description and person specification align with the setting's core values and regulatory requirements, and what adjustments could improve their effectiveness in attracting suitable candidates?

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2. In what ways did the values-based interview questions and scenarios effectively assess candidates' alignment with the setting's values, and how might these tools be refined for future interviews?

3. How comprehensive and effective was the induction programme in covering all essential areas, such as health and safety, safeguarding and setting policies, and what aspects of the programme could be enhanced to better support new staff members?

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4. What were the main outcomes from the regular check-ins and final evaluation during the probationary period, and how did these assessments influence the new staff member's integration and performance?

5. Based on feedback from senior staff and your own observations, what were the major strengths and weaknesses of the recruitment and induction process, and what specific improvements would you implement for future processes?

Standard 3.5 Effective team performance

As an early years and childcare setting manager, knowing how to support effective team performance is crucial to creating a nurturing, safe, and productive environment for children. Effective team management makes sure all staff members understand their roles and responsibilities, work collaboratively, and are motivated to provide high-quality care, play, learning and development. It creates open communication, reduces conflicts and promotes a shared understanding of the setting's goals, which enhances the overall quality of service.

By delegating tasks appropriately and using each team member's strengths, a manager can maximise productivity and job satisfaction, leading to a more engaged and cohesive team. Understanding theories of team development and interdependence allows the manager to build trust, encourage professional growth, and ensure consistent, child-centred practices across the setting, ultimately contributing to better outcomes for children and families/carers.

Some theoretical frameworks of team dynamics are:

Tuckman's stages of group development. According to **Bruce Tuckman's model**, teams go through four stages:

1. Forming: new staff meet, establish roles, and learn about the group's purpose. Communication is polite, and responsibilities are unclear. The leader provides direction as members try to understand the goals, relationships, and structure within the team.

2. Storming: conflicts arise as personalities clash and roles are challenged. Power struggles and disagreements may create tension, but resolving these issues helps the group grow. Staff test boundaries, and the leader's role is often questioned during this critical phase.
3. Norming: the team becomes more cohesive, with improved communication and collaboration. Roles and norms are established, and trust strengthens. Members work together more harmoniously, sharing ideas openly, and the group becomes focused on the task, moving toward achieving its goals.
4. Performing: the team reaches peak productivity, working efficiently with clear roles. Staff are motivated, self-directed, and collaborative, requiring minimal oversight. Relationships are strong, and the group focuses on achieving objectives, with effective problem-solving and high performance as the norm.

Recognising these stages helps leaders/managers facilitate team development effectively. For example, during the storming phase, when conflicts might arise, the manager can mediate discussions to resolve issues and guide the team towards establishing norms and standards, leading to higher performance.

Belbin's team roles theory: Meredith Belbin's theory identifies different roles within a team, such as:

1. Coordinator: a mature, confident leader, the coordinator clarifies goals, delegates tasks, and embeds team cohesion. They encourage open discussion and use team members' strengths effectively. But, they can sometimes be perceived as manipulative or overly reliant on others to complete tasks.

2. Shaper: dynamic and driven, the shaper thrives under pressure and pushes the team toward achieving goals. They are decisive and unafraid of confrontation. But, their high-energy, competitive nature can sometimes come off as aggressive or stress-inducing for others.
3. Plant: creative and innovative, the plant generates original ideas and solutions. They thrive in problem-solving situations but may struggle with details or practicality. Their out-of-the-box thinking often inspires the team, though they can be solitary or unconventional.

By understanding these roles, a manager can assign tasks that align with each team member's strengths. For instance, if someone excels as an implementer who focuses on practical solutions, delegating task management to them can improve efficiency and get things done.

Social interdependence theory: this theory emphasises the importance of positive interdependence, where team members' success is linked to the success of others. A manager can embed this by setting collaborative goals and creating opportunities for joint problem-solving. For example, someone could organise team workshops where everyone works together to solve challenges, strengthening teamwork and mutual support.

Situational leadership theory: developed by Paul Hersey and Ken Blanchard, this theory suggests that leaders should adapt their style based on the development level of their team members. For example, with new practitioners, leaders/managers might use a more directive style initially, providing clear instructions and guidance, and then shift to a more delegative style as the new practitioner gains confidence and competence.

Activity: team dynamics challenge

Here's a scenario involving a team dynamics challenge in an early years setting, along with accounts from key individuals involved. Begin by carefully reading the scenario and the accompanying accounts to understand the context and perspectives of each team member.

Once you've reviewed this information, reflect on how the following concepts apply to the situation:

- delegation
- social interdependence theory
- setting and agreeing on objectives
- team dynamics
- role clarity.

Answer the questions to show your understanding of these topics, considering how you would handle the situation to improve team cohesion and performance. Think about practical strategies and theoretical frameworks that could help achieve the setting's goals effectively.

Scenario:

Alexis is the manager of a busy early years and childcare setting. Recently, there have been some challenges within the team in meeting the agreed goals for the children's developmental milestones. During a recent team meeting, Alexis noticed tension between team members, particularly between Jordan (a room leader) and Samir (a new practitioner). Jordan feels overburdened by tasks and believes Samir is not taking enough responsibility. Samir, on the other hand, feels unsure about their role and what is expected of them.

To address these issues, Alexis decides to delegate certain tasks, establish clear goals, and improve team cohesion. Alexis must consider how to effectively communicate and clarify roles and responsibilities, apply theories of social interdependence and team dynamics, and ensure the entire team understands their shared objectives.

Alexis will be meeting with the team to discuss these matters and needs to prepare to handle potential conflicts, realign team objectives, and promote a more positive team-working environment.

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Accounts from individuals:

Account 1 - Jordan (room leader): "I feel like I'm always picking up the slack. Samir is new, and while I understand that they need time to settle in, it's frustrating not knowing what they're supposed to do. I've spoken to Alexis about it, but I feel like I'm not being heard. I need a clearer picture of who is responsible for what, and I feel like the goals we've set as a team are too vague."

Account 2 - Samir (new practitioner): "I'm new to this setting, and I'm still trying to find my feet. I feel a bit lost about what exactly I'm expected to do. Jordan seems frustrated with me, but I haven't had much guidance on what tasks I should be focusing on. I want to be helpful, but I feel like I need clearer instructions and some support to understand our goals better."

Account 3 - Alexis (setting manager): "I've noticed some tension between Jordan and Samir, and it seems to stem from a lack of clarity around roles and responsibilities. I think it would help to delegate specific tasks and set clearer objectives for everyone. I also want to make sure that the team understands the importance of working together and that each member's contribution is valued. I'm considering how to apply team-building theories to improve our team dynamics."

Account 4 - Ren (experienced practitioner): "I think there's been a bit of a breakdown in communication lately. The goals for the children's developmental milestones were discussed, but I don't think everyone's on the same page. We could benefit from having more regular check-ins to see where everyone is at. It might also help if we had a clearer understanding of how each of us contributes to our overall objectives."

Questions to answer:

Process and governance of delegating tasks

1. What steps should Alexis take to make sure tasks are delegated effectively to their team members?
2. What governance or policies should be in place to support task delegation in the setting?
3. How can Alexis monitor the progress of delegated tasks to ensure they are completed correctly and efficiently?

500 words maximum

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Social interdependence theory and team working

4. How can social interdependence theory be applied to improve team working and collaboration between Jordan, Samir, and the rest of the team?
5. What strategies could Alexis use to promote positive interdependence among their team members?

250 words maximum

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Setting/agreeing objectives and goals

6. What's most important for Alexis to consider when setting and agreeing on objectives or goals for their team?
7. Why is it important to monitor and measure achieved goals, and how can Alexis implement this in their setting?
8. How can Alexis clarify roles and responsibilities so that all team members are aware of their contributions towards the objectives?

500 words maximum

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Shared objectives and understanding of the team's goals

9. Discuss the benefits of effective team working and working together to achieve goals in an early years setting.
10. How could Alexis apply Tuckman's (1961) theory of forming, storming, norming, and performing to improve the team's dynamics?
11. What contributions could different team roles (based on Belbin's 2010 model) make to achieving the shared objectives?

500 words maximum

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Making sure individual roles within the team are understood

12. What steps can Alexis take so that individual roles within the team are clearly understood and that each team member feels confident in their role?
13. How can Alexis address any conflicts or misunderstandings that arise from unclear roles or responsibilities?
14. What communication strategies could Alexis use to reinforce each team member's understanding of their role and the overall team objectives?

500 words maximum

Standard 3.6
Team conflict and poor performance

Team conflict means disagreements or tensions between team members, which can be caused by differing opinions, work styles, values, or communication issues. Poor performance involves a team member not meeting the expected standards or goals, which can result from lack of skills, motivation, or unclear expectations.

Managing and dealing with poor performance is crucial for maintaining a positive and productive work environment. In an early years setting, poor performance can directly affect children's safety, learning, and well-being. Knowing how to address these issues ensures that children receive high-quality care and education, staff remain motivated, and the setting maintains its reputation.

Positive conversations and constructive approaches to conflict management are essential to resolving issues without escalating tensions. As a manager, using active listening, empathy, and clarity when discussing performance or conflicts helps build trust and cooperation. Open, honest discussions encourage staff to express their concerns and understand each other's perspectives, creating a more collaborative atmosphere.

You should understand when and why interventions are needed, to prevent conflicts from escalating and to deal with performance issues before they affect the team or the children. Interventions may include more training, mentoring, or setting clear performance expectations. For conflict, mediation or team-building exercises can be helpful.

Methods and strategies for managing conflict and performance issues include setting clear goals, providing regular feedback, recognising achievements, and making sure there's an inclusive culture where everyone feels valued and heard. Early intervention can prevent minor issues from becoming major problems, so there's a harmonious and effective environment. This proactive approach promotes a positive workplace culture, boosts morale, and supports the overall development of children in the setting.

Activity: managing performance and conflict in the setting - a case study approach

Think about when you may have witnessed team conflict or performance that needed improvement. Reflect on this and develop an action plan to address the issues, incorporating relevant theories, strategies, and communication techniques.

This activity will allow you to show your understanding of when and why interventions are needed, along with the methods and strategies to address these issues.

1. Scenario 1 - poor performance: a staff member frequently arrives late, isn't engaging as much with the children, and missed a few important training sessions.

- Task:

  - identify possible causes of this staff member's poor performance

  - describe steps to measure performance, such as observational notes, feedback from parents/carers and peer reviews

- develop a plan to address the poor performance using various methods, for example setting clear goals, providing feedback, offering more training
- consider motivational techniques and a support plan
- propose actions to take if performance doesn't improve.

2. Scenario 2 - preparing for difficult conversations: a situation arises where the manager needs to address a sensitive issue with a staff member who is underperforming due to personal stress.

- Task:

- describe why a difficult conversation is necessary in this context
- use emotional intelligence and transactional analysis concepts to explain how to prepare for this conversation
- decide on the best communication methods, such as a private meeting, using non-verbal cues, active listening
- develop a script or plan for the conversation, considering potential staff member reactions and responses.

3. Scenario 3 - conflict in the team: two team members are in conflict due to disagreements over daily routines and duties, creating tension that's affecting the overall team dynamic and care quality.

- Task:

- identify signs and potential causes of the conflict
- describe an approach to managing the conflict using strategies like mediation, emotional intelligence, and relationship management
- develop a plan for a mediation session, including preparation steps, communication methods, and strategies to manage the conversation
- suggest ways to monitor the resolution of the conflict and access additional support if needed.

4. Develop an action plan:

- for each scenario, you must create a comprehensive action plan that includes:

- problem identification: understanding the root causes and signs
- intervention methods: strategies for managing performance or conflict
- communication techniques: approaches for having positive conversations
- follow-up plan: how to measure outcomes and ensure improvements.

5. Reflection:

- after completing the action plan, write a reflective piece that:

- explains your chosen methods and strategies
- justifies your approaches
- reflects on how you would apply these strategies in real-life settings and your anticipated impact on the team.

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250 words maximum

Resources to help you:

--> Acas: Performance management website pages

--> Acas: Challenging conversations and how to manage them

--> Acas: Disputes and conflicts in the workplace

Standard 3.7 Supervision and appraisal

Supervision and appraisals are crucial management processes that help ensure effective team performance.

Supervision involves regular, ongoing support, guidance, and monitoring of staff by a manager or team leader. Its main purpose is to provide employees with feedback, identify any issues or areas for development, and make sure policies and standards are followed. Supervision encourages reflective practice, ensures professional development, and enhances the quality of care provided to children.

Appraisal is a more formal, periodic evaluation of an employee's performance, usually held annually. It involves assessing achievements against pre-set objectives, discussing career goals, and identifying training needs. Appraisals help set future goals, recognise accomplishments, and create a development plan.

Good practice for supervision and appraisal means they're effective and supportive. Create a suitable environment by choosing a quiet, comfortable space free from interruptions. Allocate enough time to cover all necessary topics without rushing. Preparation is key and both the supervisor and supervisee should review performance and goals beforehand.

Make the process a two-way dialogue where both parties openly discuss performance and development needs. Effective communication is crucial – make sure discussions are clear and constructive. Ensure open and honest conversations to address concerns and recognise achievements. Maintain confidentiality to build trust and encourage transparency.

Agreeing on actions and performance objectives helps set clear expectations and development goals. Recording feedback is essential for tracking progress and referencing during future sessions. Incorporate both 180 and 360 appraisal systems: 180-degree feedback involves direct reports or peers, while 360-degree feedback includes many sources for a comprehensive view.

You should also include discussions about health and well-being to support staff holistically, and emphasise continuing professional development (CPD) alongside performance reviews to encourage ongoing growth.

CPD is crucial in an early years and childcare setting as it means staff remain up-to-date with best practices, new educational techniques, and regulatory requirements. It enhances their skills and knowledge, leading to improved care and educational outcomes for children. CPD also supports staff motivation and retention by developing professional growth and career progression. Ultimately, investing in CPD ensures high-quality, responsive care and education, benefiting both children and the setting as a whole.

Activity: supervision and appraisal reflection

To show your knowledge of supervision and appraisal, reflect on a practical experience by carrying out a supervision or appraisal. Leaders/managers who have previous experience and those who are new to these processes can follow the steps below.

Here are some videos and resources that will help you develop your knowledge beforehand:

- Social Care Wales: Supervising and appraising well
- Social Care Wales: Effective supervision in social care, early years and childcare
- Social Care Institute for Excellence (SCIE): Enhancing staff development through supervision
- Video: How to conduct a performance review when you're a manager or leader.

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1. Preparation:

- Task: select a staff member to carry out a scheduled supervision or appraisal with. This can be a future session or one that has already been done. Complete a pre-session plan that includes:

  - the objectives of the session
  - the environment and time allocated for the meeting
  - main topics to be discussed (such as performance, well-being, CPD, feedback)
  - preparation of materials, resources, or data (such as feedback forms, performance reports)

- Reflection: write a reflection on how you prepared for the session, including the importance of creating a suitable environment, allowing sufficient time, and making sure there was readiness for an open, two-way conversation.

250 words maximum

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2. Conducting the session

- Task: carry out the supervision or appraisal session, making sure you apply the following principles:

  - open and honest dialogue, where both parties can speak and listen
  - focus on both performance and personal development
  - clear objectives for the supervisee to work towards, agreed upon by both parties
  - use of effective communication strategies (active listening, questioning, feedback)
  - respect for confidentiality.

- Reflection: after the session, reflect on how the session was carried out. You should cover:

  - how you made sure it was a two-way process
  - how you maintained open, honest conversations
  - how you incorporated discussions about health, well-being, and CPD
  - how you ensured confidentiality.

400 words maximum

3. Recording and feedback

- Task: document the key points of the session, including agreed actions and performance objectives. Use feedback mechanisms, such as **180 and 360-degree appraisal systems**, where applicable.
- Reflection: reflect on the importance of accurate record-keeping and feedback and how it supports ongoing development and performance management.

250 words maximum

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4. Step 4: follow-up and continuing professional development (CPD)

- Task: describe the actions agreed in the session and establish a plan for follow-up, including any CPD opportunities identified.
- Reflection: explain why CPD is crucial for staff development and how it was incorporated into the session.

300 words maximum

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Standard 3.8
Coaching, mentoring and motivational interviewing

In an early years and childcare setting, integrating coaching, mentoring and motivational interviewing can improve team development, support individual staff members, and enhance a positive and adaptive organisational culture.

Coaching focuses on helping people achieve specific goals through structured, goal-oriented conversations. A coach provides guidance, feedback, and support tailored to the individual's needs, often using tools like SMART goals (specific, measurable, achievable, relevant, time-bound) to track progress. Coaching is typically short-term and performance-focused, making it effective for enhancing skills and reaching specific objectives.

Mentoring involves a more experienced individual (the mentor) guiding and advising a less experienced person (the mentee). Unlike coaching, mentoring is often a long-term relationship centred on personal and professional growth. It involves sharing knowledge, experiences, and insights to support the mentee's development in a broader context, including career and personal growth.

Motivational interviewing (MI) is a collaborative, individual centred approach aimed at enhancing an individual's intrinsic motivation to change. It focuses on exploring and resolving uncertainty about change by using open-ended questions, affirmations, reflective listening, and summarising. MI is particularly effective for supporting behavioural changes and improving engagement in the change process.

Models for supporting change:

- Lewin's change model: Lewin's model involves unfreezing, changing, and refreezing to implement and sustain organisational change
- Kotter's 8-Step Change Model: provides a framework for leading organisational change through steps like creating urgency and building a guiding coalition.

Factors driving change:

- Planned change: deliberate and strategic, often involving a structured approach to achieve specific outcomes.
- Reactive change: responds to external pressures or unforeseen circumstances, requiring flexibility and quick adaptation.

Action learning is a process where people or teams deal with real problems by working on them together and reflectively. It brings together problem-solving and learning, focusing on real-world issues while learning from the experience. It typically involves a group of people working together to tackle a specific problem, with one person presenting the issue and others providing input, feedback, and suggestions. The group reflects on their actions and outcomes, fostering both problem-solving and personal development.

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Activity: role-play to support change through coaching, mentoring, and motivational interviewing

To show an understanding of coaching, mentoring, and motivational interviewing, carry out a role play activity with your staff members. This activity could be carried out as part of a planned team meeting.

Materials needed:

- scenario cards for role-play (below are some examples but you can use your own)
- flipchart or whiteboard and markers
- handouts with definitions and key components of coaching, mentoring, and motivational interviewing
- handouts with a brief overview of current models (for example, GROW model, Kolb's Learning Cycle, Motivational Interviewing Stages)
- evaluation sheets for feedback.

Activity outline

1. Introduction (20 minutes)

- Begin with a brief introduction about the importance of using coaching, mentoring, and motivational interviewing to support change in an early years setting.
- provide definitions, key components and a framework of coaching (for example GROW / OSKAR model), mentoring (such as the five pillars model) and motivational interviewing (for example the OARS model). Discuss briefly how these approaches differ and overlap.

2. Divide into pairs, or just one small group if there are only two or three members of staff (five minutes)

- Divide individuals into pairs or small groups. Each pair will consist of a manager and a practitioner for the first round of role-play. Individuals will switch roles in the second round.

3. Distribute scenario cards (five minutes)

- Hand out scenario cards to each pair. Each scenario should be a common situation in an early years and childcare setting where change is needed (you can use your own scenario). For example:
- a practitioner is resistant to adopting a new curriculum approach
- a practitioner is struggling with time management and needs to improve efficiency
- the team needs to adopt a new safeguarding policy
- a practitioner lacks confidence in managing challenging behaviours.

4. Role-play: round one (15 minutes)

- In each pair, the 'manager' will use coaching, mentoring, or motivational interviewing techniques to support the 'practitioner' in addressing the issue in their scenario.
- Encourage leaders/managers to apply specific models or frameworks they're familiar with (such as GROW model for coaching, OARS for motivational interviewing).
- The 'practitioner should respond realistically to the approaches used.

5. Group reflection and feedback (10 minutes)

- After the first round, bring everyone back together and facilitate a group discussion. Ask:

  - what approaches were used? Were they effective?
  - what elements of coaching, mentoring, or motivational interviewing were demonstrated?
  - how did the approach help to support or resist change?

- Encourage individuals to provide constructive feedback to each other.

6. Role-play: round two (15 minutes)

- Switch roles within each pair. Repeat the role-play with new scenarios so everyone practices each role and different situations.

7. Group reflection and discussion (10 minutes)

- Discuss the second round of role-playing, focusing on the differences in approaches and the impact on the outcomes.
- Cover the factors that drive change (planned, such as policy updates versus reactive change, such as responding to incidents) and how coaching, mentoring, or motivational interviewing can support both.

8. Debrief and action learning discussion (10 minutes)

- Introduce the concept of action learning. Discuss how action learning (for example Kolb's Learning Cycle) can be incorporated into the setting to help with ongoing professional development and reflection.
- Ask individuals to identify the main takeaways and actions they could implement in their roles.

9. Conclusion and evaluation (five minutes)

- Summarise the main points covered in the session, emphasising the importance of these skills in supporting change.
- Distribute evaluation sheets and gather feedback on the activity.

10. Documentation:

- write a report summarising the activity, the key points covered in the session, and the evaluation outcomes

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Report
800 words maximum

Appendix 1: Equality, diversity and inclusion (EDI) audit template

Equality, diversity and inclusion (EDI) audit template for early years and childcare settings.

For each standard, evaluate the setting's current practices and provide a rating on a scale of one to five (1 = needs improvement, 5 = Excellent). Provide brief comments to justify your rating and identify specific Areas of improvement.

Standard 1: Policy and documentation

Equality and diversity policy

	Comments	Rating (1 to 5)	Areas for improvements
Is there a written policy on equality and diversity?			
Does it comply with the Equality Act (2010)?			
Is it regularly reviewed and updated?			

Accessibility of policies

	Comments	Rating (1 to 5)	Areas for improvements
Are EDI policies accessible to all staff, parents/ carers, and stakeholders?			
Are they communicated clearly and available in multiple formats if needed?			

Inclusion of EDI in staff handbook

	Comments	Rating (1 to 5)	Areas for improvements
Are EDI principles clearly outlined in the staff handbook?			
Is there guidance on reporting discrimination or bias?			

Standard 2: Recruitment and hiring practices

Inclusive recruitment practices

	Comments	Rating (1 to 5)	Areas for improvements
Are job adverts and descriptions free from biased language?			
Are recruitment panels diverse?			
Is there a commitment to equal opportunities in hiring?			

Training for interviewers

	Comments	Rating (1 to 5)	Areas for improvements
Are those involved in recruitment given training on unconscious bias?			
Are there measures to ensure fair and consistent interviewing practices?			

Contents

Standard 3: Staff training and development

EDI training for staff

	Comments	Rating (1 to 5)	Areas for improvements
Is there mandatory EDI training for all staff?			
How often is this training updated and delivered?			

Professional development opportunities

	Comments	Rating (1 to 5)	Areas for improvements
Are there equal opportunities for all staff to access training and development?			
Are specific needs of diverse staff groups considered (such as flexible training times)?			

Standard 4: Workplace culture and support

Promoting inclusive culture

	Comments	Rating (1 to 5)	Areas for improvements
Does the leadership actively promote an inclusive and respectful culture?			
Are diverse voices represented in decision-making processes?			

Support for diverse needs

	Comments	Rating (1 to 5)	Areas for improvements
Are there systems in place to support staff with diverse needs (such as flexible working arrangements, reasonable adjustments)?			
Is there a process for staff to provide feedback or raise concerns about EDI?			

Standard 5: Curriculum and childcare practicespractices

Inclusive curriculum design

	Comments	Rating (1 to 5)	Areas for improvements
Does the curriculum reflect and celebrate diversity?			
Are different cultures, abilities, and family structures represented?			

Equity in child development opportunities

	Comments	Rating (1 to 5)	Areas for improvements
Are there equitable opportunities for all children to participate in activities?			
Are adaptations made to ensure accessibility for children with different needs?			

Standard 6: Monitoring and evaluation

Regular monitoring and reporting

	Comments	Rating (1 to 5)	Areas for improvements
Are EDI efforts regularly monitored and evaluated?			
Is there a clear process for reporting progress and addressing areas of concern?			

Feedback mechanisms

	Comments	Rating (1 to 5)	Areas for improvements
Are there mechanisms for staff, parents/carers, and stakeholders to provide feedback on EDI practices?			
Is feedback acted upon in a timely manner?			

Glossary of terms

A glossary of terms to support the completion of the framework. Terms appear in alphabetical order.

Assess: To evaluate or measure the nature, ability, or quality of something.

Analyse: To examine something in detail, breaking it down into its components, to understand or interpret it better.

Critical thinking: The ability to objectively analyse and evaluate information, arguments, or evidence to form a reasoned judgment.

Discrimination: Unfair treatment of people based on characteristics like race, gender, age, or religion, often resulting in exclusion or disadvantage.

Difficult conversations: Discussions that involve sensitive or challenging topics, often requiring careful handling due to potential emotional responses or differing perspectives. Effective management helps maintain respectful communication.

Emotional intelligence: The ability to recognise, understand, manage, and respond to one's own emotions and the emotions of others effectively in interpersonal interactions. It involves skills such as empathy, self-awareness, and emotional regulation.

Evaluate: To judge or determine the significance, worth, or quality of something, based on criteria or evidence.

Examine: To inspect or scrutinise something carefully to understand its nature or condition.

Expand: To increase in size, scope, or detail, often by adding new information or elaborating on a topic.

Induction standards: Specific skills, knowledge, or abilities that a learner is expected to achieve after completing a course or activity.

Prejudice: Preconceived opinion or judgment, which is often negative, about an individual or group, without just grounds or sufficient knowledge.

Reflection: Thoughtful consideration or contemplation of one’s actions, experiences, or learning to gain deeper understanding.

Review: To go over or revisit material or information for clarification, reflection, or reassessment.

Revise: To review and improve material, often with the intent to correct or update it for better accuracy or clarity.

Self-directed study: Learning conducted independently by an individual, driven by personal initiative, without constant guidance from a teacher.

Stereotyping: Oversimplified and generalised beliefs or ideas about a particular group of people, often leading to assumptions and biases.

Summary: A brief statement or account of the main points of a larger piece of information or text.

Theoretical knowledge: Understanding of concepts, principles, and ideas in a subject area, often abstract, without direct application.

Unconscious bias: Hidden, automatic attitudes or stereotypes that influence decisions and actions without a person being aware of them.