All Wales Induction Framework for Early Years and Childcare: Workbook 1

Principles and values of children’s care, play, learning and development 0-19

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# All Wales Induction Framework for Early Years and Childcare: Workbook 1

# Principles and values of children’s care, play learning and development 0-19

This workbook will help you explore the principles and values that underpin the practice of early years and childcare workers. You can use the completed workbook activities evidence towards achievement of the *All Wales Induction Framework for Early Years and Childcare* (Induction Framework).

If you have already completed your ‘core’ qualification, you will have covered some of the knowledge and understanding in this workbook. Your manager will let you know which parts they want you to complete.

If you have not completed your ‘core’ qualification, this workbook will help you prepare for your assessment.

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# 1.1 Legislation, national policies, guidance and frameworks

This section will help you develop an awareness of the principles and values of early years and childcare that have been built into legislation, national policies and any relevant codes of conduct and professional practice. It will also help you think about how you can apply these in your day-to-day work. We will look at different aspects of legislation and national policy throughout the workbooks as they underpin and guide the way we should work to support children and their families/carers in a safe and respectful manner.

**Learning activity**

Below is a list of the main legislation, policy and plans that support and underpin children’s care, play learning and development in Wales. In the space below, write the name of the following pieces of legislation, policies or plans against the correct description. The first one is completed for you as an example.

* Human Rights Act 1998
* Seven Core Aims
* Equality Act 2010
* Flying start
* Childcare, Play and Early Years Workforce Plan
* Wales: A Play Friendly Country
* All Wales Safeguarding Procedures (2020)
* Well-being of Future Generations (Wales) Act 2015
* Children Act 1989 and 2004
* United Nations Convention on the Rights of the Child
* European Convention on Human Rights
* Curriculum for Wales

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| --- | --- |
| **Name** | **Description** |
|  Curriculum for Wales |  A curriculum that will be a journey of developing knowledge, skills and experiences for children and young people aged from 3 to 16. It aims to create ambitious and capable learners, enterprising and creative, make ethical and informed citizens and be healthy and confident through the 6 areas of learning and experience (expressive arts, health and well-being, humanities, languages, literacy and communication, maths and numeracy and science and technology) |
|  | Welsh Government aims based on the United Nations Convention on the Rights of the Child. |
|  | A list of all children and young people's rights to ensure they are safe, have what they need to survive and develop, and have their say on decisions affecting their lives. |
|  | A combination of the acts based on equality. The aim is to create consistency and make the act easier to follow to create a fair society. |
|  | International human rights agreement constituting an agreement between the governments that make up the Council of Europe. It safeguards human rights for all – adults, children and young people. |
|  | This act is about improving the social, economic, environmental and cultural well-being of Wales. |
|  | A duty for local authorities to assess for and secure sufficient play opportunities for children in their areas. |
|  | The basic rights and freedoms to which everyone in the United Kingdom is entitled. |
|  | Providing a framework for childcare and child protection. It focuses on the welfare of children up to their 18th birthday. It defines parental responsibility and encourages partnership working with parent/carer and multi-agency work. |
|  | The Welsh Government's aim to develop a highly skilled childcare, play and early years workforce recognised as a highly respected profession and career of choice, appreciated by society for its contribution to our children's learning and development. |
|  | The provision of high quality, part-time childcare for two- to three-year-olds. |
|  | Guidance and procedures to keep children in Wales safe from harm and abuse |

To be an effective childcare worker, it's important to be aware of the principles and values that underpin work in the early years and childcare sector and how this relates to your practice.

**Learning activity**

Below are some key principles and values. Explain the importance of these principles and values on children's care, play, learning and development and how can you apply this in your own practice.

|  |  |  |
| --- | --- | --- |
| **Principle** | **Importance on children’s care, play, learning and development** | **How this would apply in practice** |
| Personal and individual approach |  |  |
| The child’s interests |  |  |
| Positive relationships |  |  |
| Positive environments |  |  |
| Communication |  |  |

# 1.2 Rights-based approaches

In your role as an early year’s worker, you will be supporting children who come from different backgrounds, religions and cultures. This work is underpinned by the principles and values you learnt about in the last section, along with the right:

* to be treated as an individual
* to be treated equally and not discriminated against
* to be respected
* to have privacy
* to be treated in a dignified way
* to be protected from danger and harm
* to be supported and cared for in a way that meets their needs, takes account of their choices and protects them
* to communicate using their preferred methods of communication and language
* to access information about themselves.

These rights will be explored throughout this workbook. This section will help you learn about how rights-based approaches relate to early years and childcare.

**Learning activity**

The United Nations Convention on the Rights of the Child (UNCRC) 1989 underpins legislation and national policy in relation to children. The rights include making sure that children are safe, that they have what they need to be able to play and develop and that they have a say in decisions that affect their lives. You can find useful information about them on the [Children’s Commissioner for Wales’s website](https://www.childcomwales.org.uk/).

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| --- |
| Workbook notes1. List three rights from the UNCRC.
2. Describe how each right identified above relates to your personal practice.
3. Identify three other pieces of legislation or national policy that support a rights-based approach.
4. Reflect on an example you have observed in your current setting and explain how a rights-based approach has been applied.

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**Learning activity**

Advocacy underpins all the principles of the Social Services and Well-Being (Wales) Act and is an important tool to support the voice and control, and well-being of children and young people. Advocacy can help children and their families/carers access information about services, be involved in decisions about their lives, explore choices and options, and make their needs and wishes known.

In the space below, briefly describe how you would support children and their families/carers to make a complaint or express concerns about a service and how advocacy may be able to help.

Workbook notes

Talk to your line manager or mentor about how you can apply rights-based approaches in your daily work and record the important points in the space below. If you are not yet employed, leave this space blank and return to it later.

Workbook notes

# 1.3 Equality, diversity, and inclusion

**Outcomes**

You can work in ways that:

* respect and promote equality and diversity towards children, their families and carers, and others.

You have thought about a rights-based approach and some aspects of equality, diversity, inclusion and equity. This section will help you explore further how to promote equality, diversity, inclusion and equity in your day-to-day work.

**Learning activity**

|  |
| --- |
| Workbook notes1. What is meant by the following terms:* equality
* diversity
* inclusion
* equity
* discrimination
1. Give an example of how working in a child-centred way promotes:
* equality
* diversity
* inclusion
* equity
1. Thinking about a child that you support, consider how their cultural and/or language preference should be valued.
2. How can you learn from this for your own practice?
3. When you work in early years and childcare, there may be times when discrimination happens, and you must challenge this. Give an example of how a child may be discriminated against and how you could challenge this.
 |

# 1.4 Child-centred approaches

Child-centred approaches are at the heart of care and support for children. This section will build on what you have learnt so far and help you think about how these can be applied in your practice.

**Learning activity**

|  |
| --- |
| Workbook notes1. What is meant by the term “child-centred approaches”?
2. Why are child-centred approaches important?
3. Reflect on an activity or experience you have facilitated in your current setting and explain how it promotes a child-centred approach.
 |

**Learning activity**

It's important that every child has the opportunity to have their say, makes choices and have control. Early years and childcare workers should make sure children can express their preferences. This may include joint working (working together) with families/carers or other professionals to make sure the child's needs and preferences are met. It is essential for early years and childcare workers to build a good relationship with children and their families/carers.

Read the case study below and answer the questions in the boxes provided.

Tomos works at Cylch Penrhyn, a sessional provision for two to four-year-olds. Tomos uses the pronouns they/them. The manager has asked Tomos to think about new activities and experiences to carry out with the children during the winter term.

Tomos wants to include the children in the planning. Tomos gets the children together and asks them what type of things they may like to learn about. Cerys says she would like to do activities about Christmas, but Emir says he doesn’t celebrate Christmas, but celebrates Diwali and tells the children it’s about lights. Dafydd says he wants to go on a trip to see the winter lights. Shama and Grace say they like the lights and fireworks.

Tomos writes down the children’s ideas. Tomos then reads them back to the children and asks them to put their hands up for the one they like best. Tomos explains to the children they’ll do the one with the most votes first, but that they’ll do all the ideas. The children decide on the lights first.

Tomos plans a series of new activities and experiences around the theme of festivals, so Tomos can include all the children’s ideas. Tomos plans a few activities and experiences for the children to support them to explore the theme. Tomos makes sure there are several activities each day so the children can pick the one they want to do.

Tomos includes the new theme in their daily communication with the children’s families/carers. Tomos provides examples of the activities and experiences that children will engage in at Cylch, along with ideas for families and caregivers to support the theme at home. Tomos also asks families/carers to let the Cylch know if they have any suggestions for other activities, or if their children mention something else at home they would like to try.

Tomos plans a trip for the children to experience the winter lights. Tomos sends a consent form home to make sure all families/carers agree for their children to attend, and they invite parents to come along. Dafydd’s Nain picks him up from Cylch and completes Dafydd’s form. Tomos thanks Dafydd’s Nain for doing so, but asks her if she could please get Dafydd’s mum or her partner to sign, as Nain doesn’t have parental responsibility.

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| --- |
| Workbook notes1. How has Tomos made sure the children have the chance to express their voice?
2. How has Tomos included the children so they have choice and control?
3. Reflect on your own practice and give examples of when/how you could support children to have their say, make choices and take control.
4. How has Tomos made sure there’s joint working with children and their families/carers?
5. What is meant by the term “child-centred approaches”?
6. Why are child-centred approaches important?
7. How has Tomos found out what’s important to the children and what matters to them?
8. Knowing a child’s preference and background are an essential part of working in a child-centred way. Explain how Tomos has made sure the children’s preferences and backgrounds are considered and how is this child-centred?
9. Tomos can’t use Dafydd’s consent form as his Nain doesn’t have parental responsibility. Explain what is meant by parental responsibility.
10. Why does Tomos need to gather completed signed consent forms?
11. Tomos plans an experience for the children to visit the winter lights. Reflect on an activity or experience you have facilitated in your current setting and explain how it promotes a child-centred approach.
 |

**Learning activity**

In this section, you have learnt about the importance of using child-centred approaches. Ask someone that you are working with – another worker, your manager or tutor – to give you some feedback on:

* how you embed child-centred approaches in your practice
* how you support children to engage in activities and experiences that reflect their preferences, and are meaningful and enjoyable
* how you make sure the best interest of children is paramount.

Workbook notes

**Learning activity**

The principle of dignity is at the heart of supporting and working with any child. It is important that childcare and early years workers understand what dignity means and how this can be built into practice.

Answer some questions on dignity and respect in the space below.

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| Workbook notes1. What is meant by "behaving towards children with dignity and respect”?
2. Why is this central to the role of the early years and childcare worker?
 |

# 1.5 Allowing children to take risks

**Outcomes**

* Children have rights to make decisions and take risks through their play. In having these opportunities, children will be able to maximise their enjoyment of the environment while removing obvious risks. Supporting them to have positive outcomes
* The United Nations Convention on the Rights of the Child states in article 31 that “All children have a right to relax and play, and to join in a wide range of activities.”
* This section will focus on how positive risk taking can support well-being, voice, choice and control. However, while it’s important to support children to make their own choices, there are times when this may include the children putting themselves at risk of unnecessary harm. It is therefore essential that you, as a worker, know how to work with children to balance their rights, risks and responsibilities.

**Learning activity**

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| Workbook notes1. Explain the importance of being able to take positive risks on the well-being of children.
2. Explain the importance of risk taking in play, in terms of the well-being of children.
3. What actions and considerations need to be taken when supporting children to take risks?
4. What is meant by a risk benefit assessment?
5. What is meant by the term positive outcomes?
 |

# 1.6 Well-being

**Outcomes**

The well-being of children and young people means they are safe, comfortable, happy, feel good about themselves, and are ready to learn and develop. In this section you will learn how to support children’s well-being in and early years and childcare setting.

**Learning activity**

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| Workbook notes 1. What is meant by the term well-being and why is well-being important?
2. What factors may affect the well-being of children and their families/carers?
3. What do you do on a day-to-day basis to support and promote a child’s well-being and inclusion?
4. Give an example of how you work with children’s families/carers to support the child’s well-being?
 |

# 1.7 Positive relationships and professional boundaries

You will need to work in partnership with the children you support and their families/carers in your role. Part of a successful working relationship is maintaining professional boundaries while developing a caring relationship.

**Learning activity**

Read the case study and answer the questions below.

Jo has worked at Little Stars nursery for two years. She has developed good relationships with her colleagues, the children and their families/carers. Recently she has added one of the parents on Facebook through her personal account and not in a professional capacity. She has regular social media communication on her personal account including personal aspects of her life.

|  |
| --- |
| Workbook notes1. Jo has developed good relationships with her colleagues, children and their families/carers. What is meant by relationship-centred working and how can workers develop positive relationships with children and their families/carers?
2. Explain what is meant by professional boundaries and why these are important?
3. Explain why Jo adding the parent on her personal account does not respect professional boundaries
4. Identify policies and procedures in your setting that support positive professional boundaries.
 |

# 1.8 Communication

You will need good communication skills as an early years and childcare worker to develop positive relationships and share information with children and their families/carers using services.

**Learning activity**

Complete the questions below to show your understanding of the importance of good communication.

|  |
| --- |
| Workbook notes1. How would you find out about a child’s and/or their family’s/carer’s communication and language needs?
2. What is “effective communication”, and why is it important for the well-being of children?
3. What skills will you need as an early years and childcare worker to support effective communication? For example, speaking clearly and not too quickly.
4. Describe how stages of development and specific conditions may impact on a child’s communication and language skills?
5. Reflecting on your own practice describe how play and behaviour may be used to communicate?
 |

# 1.9 Welsh language and culture

**Outcomes**

The children you work with will come from many different backgrounds. Recognising and meeting their language needs is connected to good quality care and support outcomes. There are a range of resources available to help you develop your knowledge and understanding of this in relation to Welsh language and culture. There are numerous benefits to children being bilingual or multilingual. For example, bilingualism and multilingualism strengthen cognitive abilities.

**Learning activity**

Look at the resources available on the [using Welsh at work](https://socialcare.wales/learning-and-development/using-welsh-at-work) page on Social Care Wales’s website before answering the questions in the space below.

|  |
| --- |
| Workbook notesTake a look at this [video](https://www.youtube.com/watch?v=1OAu1qB0DkQ&t=8s), which highlights the importance of the Welsh language as a right and a need. The video stars two-year-old Ioan Downes, who was born six weeks prematurely at Glangwili Hospital. Like many of the children in Ceredigion, Carmarthenshire and Pembrokeshire, Ioan’s mother-tongue is Welsh.1. Why is it important to recognise and support a child’s mother tongue?
2. Why is it important to recognise, support and promote Welsh language and culture?
3. What legislation and national strategies support this and how is this applied in your own practice?
4. The clip of Ioan shows the importance of considering the language preference of children and their families/carers in child-centred practice. Give an example of how you’ve used opportunities and activities to support learning about and developing the Welsh language and culture in your setting.
 |

# 1.10 Positive approaches for positive behaviour support

**Outcomes**

Positive approaches are based upon the principles of child-centred care. Developing good relationships are very important and positive approaches should always be used. They are essential when children are stressed, distressed, frightened, anxious or angry, and at risk of behaving in such a way that is challenging to their safety and/or the safety of others.

**Learning activity**

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| --- |
| Workbook notes1. What is meant by the terms “positive approaches” and “positive behaviour support”?
2. Give three examples of underlying causes that may impact upon the behaviour of children.
3. Goals and boundaries can support positive behaviour. Reflect on how you have worked with children, their families/carers and others to use achievable goals and boundaries. Why is this important?
4. Why is it important that early years and childcare workers respond in a consistent way to children’s behaviour?
 |

# 1.11 Change and transitions in children’s care, learning, development and play

This section will help you think about how change and transitions may impact on children.

**Learning activity**

**Case study**

George is two-and-a-half years old and he has recently started attending your setting. Mum has explained that George has recently been placed with her for adoption and she has two other children. George has previously been an only child and experienced domestic abuse and neglect, and now has attachment issues. Mum has explained that George will need extra support to settle. He would benefit from an attachment figure and will need additional support to enable him to cope.

George has had difficulty socialising with the other children and is finding it difficult to cope with transitions and changes to his routine – he is hypervigilant and hypersensitive. When he has been anxious, George has been aggressive to the other children –biting, spitting, scratching and hitting.

Mum can organise training for the setting to help you gain a better understanding of early trauma and attachment issues. She is happy to support his transition.

Thinking about the case study, in the table below list three changes or transitions George is experiencing and what could make this a positive or negative experience for George.

|  |  |  |
| --- | --- | --- |
| **Type of change/transition**  | **Positive**  | **Negative** |
|  |  |  |
|  |  |  |
|  |  |  |

Thinking about children in general, outline the types of change that may happen in a child’s life as a result of significant life events or transitions in the table below. Give examples of factors that would make these changes either positive or negative.

|  |  |  |
| --- | --- | --- |
| **Type of change/transition**  | **Positive**  | **Negative** |
|  |  |  |
|  |  |  |
|  |  |  |

|  |
| --- |
| Workbook notes* + - 1. How can you support children to develop the skills, confidence and knowledge that will support them through change and transitions?
 |

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# 1.12 Beliefs, values and life experiences

This section will help you think about how your own beliefs, values and life experiences can affect your attitude and behaviour towards children and their families/carers including any unconscious biases.

**Learning activity**

It is human nature to react to the way that people behave towards us, for example, if someone smiles at us, we usually smile back but if someone is rude to us, we can become cross or angry. How do you think your own attitude and behaviour might affect children and young people? Also, think about times or decisions where you might not be aware of any hidden biases that could be influencing your choices. How could these unconscious biases shape your actions and decisions? Reflect on this and record your thoughts in the space below.

Workbook notes

# 1.13 Policies and procedures

If you’re already working for an organisation, your employer will have some policies and procedures that are relevant to all of the topics in this section. Make a list of these in the space below.

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| --- |
| Workbook notes |

# 1.14 Practice placement reflection

Talk to a manager in your work placement about how you have put the values and principles of early years and childcare into practice. Write a short reflective account and ask the manager to record a summary in the space below.

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| --- |
| Workbook notesManager feedback |

If evidence from the workbook is being used towards the qualification, use the space below to record any discussions between you and your qualifications assessor.

|  |
| --- |
| Qualification assessor discussion notes |

**If evidence from the workbook is being used towards the qualification, the assessor must complete the declaration below.**

|  |
| --- |
| **Worker declaration**I confirm that the evidence listed for the workbook is authentic and a true representation of my own work.Worker signatureDate**Manager declaration**I confirm that the worker has achieved all the requirements of the workbook with the evidence submitted.Manager signatureDate**Qualification assessor declaration**I confirm that the learner has achieved all the requirements of the workbook with the evidence submitted. Assessment was conducted under the specified conditions and is valid, authentic, reliable, current and sufficient.Qualification assessor signatureDate |