

Early Years

Early Years and Childcare Induction Framework for Wales with Glossary



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Early Years and Childcare Induction Framework for Wales with Glossary

The Framework provides a structured start for workers in the first 12 weeks of employment.

The Induction Framework can be used as a tool for managers to audit the skills, knowledge and experience of new staff, and will help identify their development needs. Each outcome within the Induction Framework is closely linked with QCF/NVQ core units at each level, and will also provide evidence towards optional and additional units. The published framework is a set of outcomes that can be achieved through planned learning. These outcomes can be used by organisations to inform their own induction programmes.



1. Understand the principles and values

Main areas

Outcomes

1.1 Principles and values

- 1.1.1 Understand why the needs, rights and views of the child or young person and their families must be at the centre of all practice and provision.
- 1.1.2 Understand the need to promote the following values at all times: individuality, rights, choice, privacy, independence, dignity, respect and partnership.
- 1.1.3 Understand the need to promote equal opportunities.

1.2 Confidentiality

- 1.2.1 Understand the importance of confidentiality.
- 1.2.2 Understand the limits of confidentiality.
- 1.2.3 Understand and know how to apply your organisation or setting's policy on sharing information.

1.3 Child centred approaches

- 1.3.1 Understand the importance of the Welsh Assembly Government's Seven Core Aims (which are an expression of the articles of the UNCRC upon which policy for children and young people in Wales is based) in the care of children and young people.
- 1.3.2 Know how to take account of the experiences, preferences, wishes and needs of individual children, young people and their families.
- 1.3.3 Know how and why it is important to listen to children and young people's views about risk and safety.

1.4 Equality and inclusiveness in practice

- 1.4.1 Understand the different types of prejudice and discrimination which can affect children and young people.
- 1.4.2 Know how to support and encourage children and young people to develop skills to deal with discrimination, enhance self-worth and make a positive contribution.



Main areas

Outcomes

1.4.3 Explain what is meant by diversity.

1.4.4 Explain what is meant by discrimination.

1.4.5 Describe ways in which discrimination may deliberately occur in the work setting.

1.4.6 Explain how promoting equality and inclusion reduces the likelihood of discrimination.

1.4.7 Understand why it is important to respect and support children and young people's cultural, religious and linguistic background.

1.5 Children with disabilities

1.5.1 Understand the principles of working inclusively with disabled children and young people and those with specific requirements.



2. Children and young people's rights

Main areas

Outcomes

2.1 Understanding rights and respect

- 2.1.1 Understand the importance of the United Nations Convention on the Rights of the Child (UNCRC) and of taking a rights-based approach to your work with children and young people.
- 2.1.2 Understand the importance of giving respect to the development of trusting relationships.

2.2 The right to self determination

- 2.2.1 Understand that children and young people have a right to express their views and influence the things that affect them using their preferred language.
- 2.2.2 Understand that children and young people have a right to make informed decisions about their lives in accordance with their age and maturity.

2.3 The right to play

- 2.3.1 Understand that children and young people have a right to self-directed play.

2.4 The right to education and learning

- 2.4.1 Understand that children and young people learn in different ways and why it is important to support and encourage children with their education and learning.

2.5 The right to be safe

- 2.5.1 Understand that children and young people have a right to expect protection from those responsible for their care.

2.6 Language

- 2.6.1 Understand the rights of the children and young people to communicate through their own language choice.

3. Understanding your role in the early years and childcare workforce



Main areas

Outcomes

3.1 Understand your day to day tasks and responsibilities

- 3.1.1 Understand your job role in relation to the aims and values of the setting.

3.2 The importance of working in partnership with carers

- 3.2.1 Explain why working in partnership with others is important for children and young people.
- 3.2.2 Identify who relevant partners would be in own work setting.
- 3.2.3 Define the characteristics of effective partnership working.
- 3.2.4 Identify barriers to partnership working.

3.3 Understanding of the different types of organisations, agencies and individual workers that make up the early years and childcare workforce

- 3.3.1 Identify the range of service provision for early years and childcare in own local area.
- 3.3.2 Identify the range of job roles within different types of service provision.

3.4 Policies and procedures

- 3.4.1 Understand why it is important for you to follow policies and procedures.
- 3.4.2 Know how to access a full list and up to date copy of all organisational policies and procedures.

3.5 Worker relationships

- 3.5.1 Understand the responsibilities and limits of your relationship with the children and young people you support.

3.6 Understand what is required for competence in own work role

- 3.6.1 Identify standards that influence the way the role is carried out.



4. Health, safety and security

Main areas

Outcomes

4.1 Hazard and risk

- 4.1.1 Be aware of the main health and safety laws relating to your role.
- 4.1.2 Understand your organisation or setting's policy in relation to health and safety and emergency procedures and lines of responsibilities and reporting.
- 4.1.3 Be aware of the security measures that need to be in place to ensure the safety of the children and young people with whom you work.
- 4.1.4 Know how to apply your organisation's policies and procedures in relation to health and safety in your work setting(s) and the children and young people you support.
- 4.1.5 Explain the purpose of a risk assessment and how this is managed in the work setting.

4.2 Health and wellbeing

- 4.2.1 Understand the importance of routines to the health and wellbeing of children and young people.
- 4.2.2 Understand what children need to stay healthy, both physically and mentally, and act as a source of information.
- 4.2.3 Understand the links between child development, safety and risk taking behaviours.
- 4.2.4 Recognise common illnesses or injury and what appropriate action to take.
- 4.2.5 Complete work placement documentation for recording accidents, incidents, emergencies or illnesses.

4.3 Moving and positioning

- 4.3.1 Be aware of key legislation that governs all moving and handling tasks.
- 4.3.2 Know how to assess risks in relation to moving and handling people and/or objects.
- 4.3.3 Know safe moving and handling techniques in relation to people and/or objects.



Main areas

Outcomes

4.3.4 Know what you are not allowed to do in relation to moving and handling at this stage of your training.

4.4 Fire Safety

4.4.1 Understand how to promote fire safety in your work setting.

4.5 Emergency First Aid

4.5.1 Know what to do in response to illness or accident.

4.5.2 Understand basic emergency first aid techniques.

4.5.3 Understand what you are not allowed to do in relation to emergency first aid at this stage of your training.

4.6 Infection prevention and control

4.6.1 Understand the main routes of infection.

4.6.2 Know how to prevent the spread of infection.

4.6.3 Know how to wash hands properly to avoid spread of infection.

4.7 Medication and health care procedures

4.7.1 Understand your organisation's policies and procedures in relation to medication and any health care tasks.

4.7.2 Understand how to apply these policies and procedures in relation to the children you care for.

4.7.3 Know what you are not allowed to do in relation to medication and health care procedures at this stage of your training.

4.8 Security

4.8.1 Be aware of security measures in your workplace.

4.8.2 Recognise the risks to your personal safety and well being in your work setting(s), and the safeguards required to minimise these.



5. Listening and communication in children and young people's settings

Main areas

Outcomes

5.1 Engage with children and young people

5.1.1 Understand what motivates individual children and young people to engage in communication.

5.2 Listen to children and young people

5.2.1 Recognise the importance of actively listening to children and young people, to hear what they say and understand what they mean.

5.3 Communicate with children and young people

5.3.1 Understand the need to use appropriate ways of communicating with children and young people, including verbal and non-verbal and appropriate language medium.

5.3.2 Recognise some of the common difficulties and barriers that can occur when communicating with children and young people.

5.4 Understand why communication is important in the work setting

5.4.1 Identify the different reasons people communicate.

5.4.2 Explain how effective communication affects all aspects of the learner's work.

5.5 Language

5.5.1 Understand the need to meet the communication and language needs, wishes and preferences of children, young people and families.

6. Support children and young people and understand development and behaviour



Main areas

Outcomes

6.1 Understand your day to day tasks and responsibilities

- 6.1.1 Understand the expected patterns of child development and the development needs of children and young people in Welsh and English-medium settings.
- 6.1.2 Understand the basic principles of how children and young people form attachments and how these attachments affect their development.
- 6.1.3 Understand and recognise the impact that negative experiences can have on a child's development and behaviour.

6.2 Behaviour

- 6.2.1 Understand the importance of your behaviour on children and young people's development.
- 6.2.2 Understand the link between emotional resilience and self esteem and how as an early years and childcare practitioner you can promote this.
- 6.2.3 Know about the range of challenging behaviours presented by children and young people and how to encourage positive behaviour.
- 6.2.4 Be able to support children and young people's positive behaviour.

6.3 Transitions

- 6.3.1 Understand the potential effects of transitions on children and young people.
- 6.3.2 Understand how to support children and young people through significant life changes and challenges.

6.4 Play

- 6.4.1 Understand the importance of play and physical activity for children and young people's development and well-being.
- 6.4.2 Be able to support children and young people's learning and play through risk and challenge.
- 6.4.3 Be able to contribute to an inclusive and stimulating environment for children and young people's play.

7. Keep children safe from harm

Main areas

Outcomes

7.1 Safety and safeguarding

7.1.1 Understand the laws that are in place to protect and safeguard children and young people.

7.2 Safe practice

7.2.1 Understand what is meant by 'safe care practice' in relation to both practitioners and children and young people.

7.2.2 Recognise the signs and symptoms of abuse and neglect.

7.2.3 Understand how to respond to suspected abuse or neglect.

7.2.4 Know how and when and your duty to report the practice of colleagues which may be unsafe.

7.2.5 Understand the boundaries, confidentiality and when to share information.



8. Developing yourself and your skills



Main areas

Outcomes

8.1 Knowledge and skill development

- 8.1.1 Know how to get advice, information and support for your role as an early years and childcare practitioner.
- 8.1.2 Understand your responsibility for gaining skills and knowledge relevant to your work.

8.2 Support and supervision

- 8.2.1 Understand the arrangements for supervision and the purpose of this.





Words used about people

Individual(s)	The children or young people receiving childcare, their guardians or workers that make up the early years and childcare workforce.
Manager/Line Manager	The person who is directly responsible for supervising a worker, or who has responsibility for a workplace where one or more workers may visit or work. Looking at all the new work roles emerging in the social care sector this role might include someone (e.g. an individual receiving direct payments) instructing a personal assistant or a volunteer.

Words used about work and work documents

Child-centred approaches	Approaches to planning and support which empower children to make the decisions about what they want to happen in their lives. These decisions then form the basis for any plans that are developed and implemented.
Safe to leave	The definition of 'safe to leave' may change according to the context and circumstances. Ultimately, the manager is responsible for the definition. S/he should use a risk assessment in relation to a worker's capabilities and the specific tasks required by the job role. Induction should cover all those things a worker needs to know/be able to do to be safe to leave alone in their particular context.
Safeguarding	Protecting children and young people from abuse and neglect: – Preventing impairment of their health or development and – Ensuring they receive safe and effective care (Definition is taken from Welsh Assembly Government "Safeguarding Children in Education" Circular 005/2008)
Seven core aims	In January 2004, the Welsh Assembly Government adopted the UNCRC as the basis of all of its policy for children and young people. This is expressed in seven core aims that all children and young people: 1. have a flying start in life 2. have a comprehensive range of education and learning opportunities 3. enjoy the best possible health and are free from abuse, victimisation and exploitation 4. have access to play, leisure, sporting and cultural activities



5. are listened to, treated with respect, and have their race and cultural identity recognised
6. have a safe home and a community which supports physical and emotional wellbeing
7. are not disadvantaged by poverty.

United Nations Convention on the Rights of the Child (UNCRC)	The international law that contains a range of rights relating to children and which places duties on others to protect them from harm and ensure their healthy development. In 1991, the UK ratified to the UNCRC, and in doing so, agreed to be bound by it in international law.
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Words used about levels of knowledge

Be aware of	To know that something exists (e.g. legislation about promoting equal rights), and what it is concerned with at a general level rather than in detail.
Know / know how to	To have a clear and practical understanding of an area of work, with enough detail to be able to carry out any tasks or procedures linked with it.
Understand	To grasp the meaning of a concept and to grasp its broad purpose and principles (such as with legislation, policies and procedures).
Recognise	To understand a concept (e.g. equal opportunities) and how it affects the way work is carried out in practice.