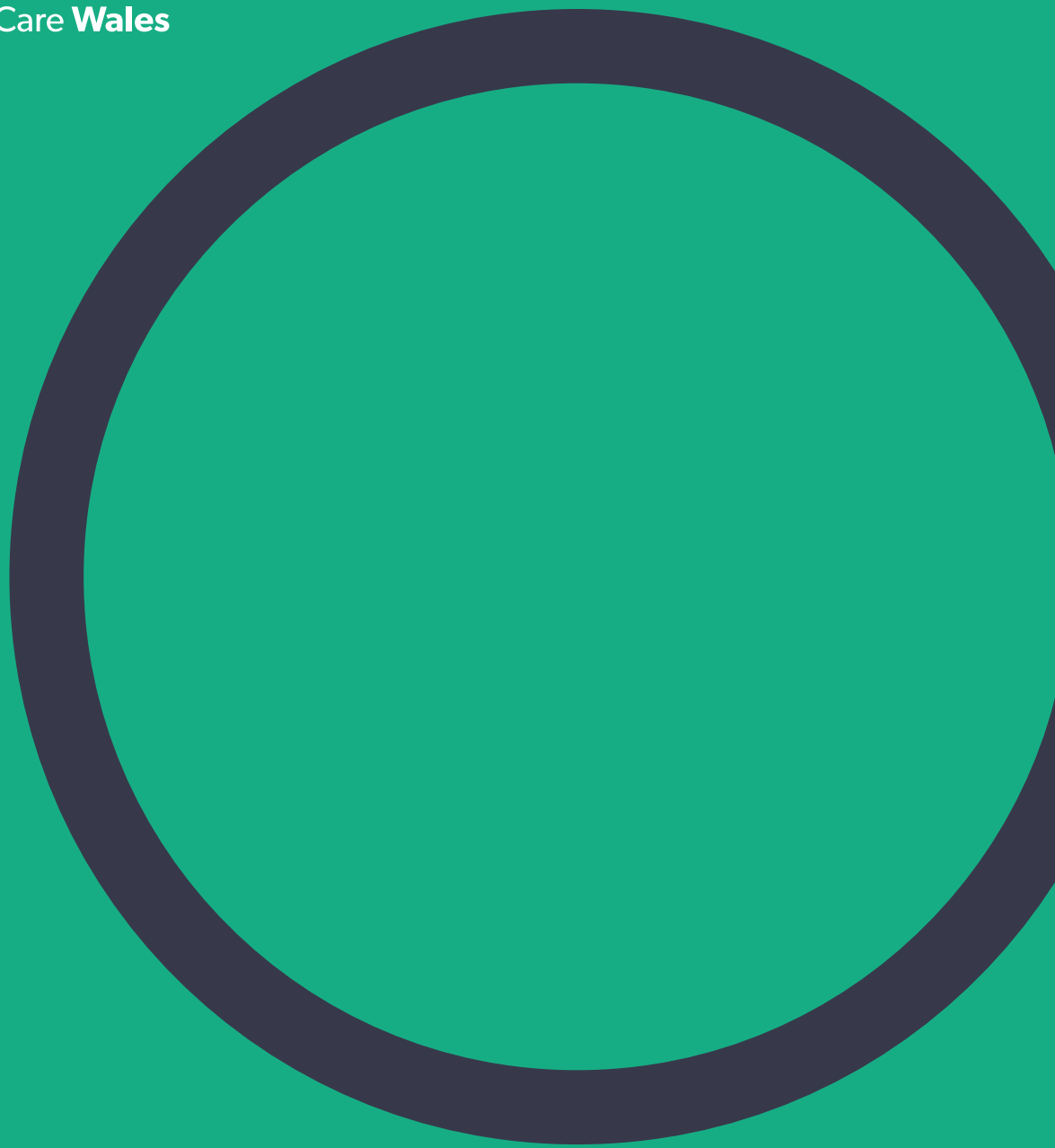




Gofal Cymdeithasol **Cymru**
Social Care **Wales**



All Wales Induction Framework for Early Years and Childcare: **Workbook one**

Principles and values

October 2018



Noddir gan
Lywodraeth Cymru
Sponsored by
Welsh Government

Contact details

Social Care Wales

South Gate House
Wood Street
Cardiff
CF10 1EW

Tel: 0300 3033 444

Fax: 029 2038 4764

Minicom: 029 2078 0680

Email: info@socialcare.wales

socialcare.wales



@SocialCareWales

© 2018 Social Care Wales

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means without the prior written permission of the Social Care Wales. Enquiries for reproduction outside the scope expressly permitted by law should be sent to the Chief Executive of Social Care Wales at the address given above.

Further copies and other formats:

This document is available in Easy Read, large text or other formats, if required.

Copies also available in Welsh.

Introduction

To help workers and employers put the Induction Framework into practice and to help workers generate the evidence they need to achieve the “core” qualification, we have developed workbooks for each section of the framework.

The Induction Framework has five sections that have been organised into **main areas**. The main areas are then broken down to show what you need to know, understand and be able to demonstrate.

- Section 1 – Principles and values
- Section 2 – Health, well-being, learning and development
- Section 3 – Professional practice as an early years and childcare worker
- Section 4 – Safeguarding children
- Section 5 – Health and safety in children’s care, learning, development and play

Each section:

- identifies the knowledge, understanding and skills that you as a new worker need to gain during your induction period – including the core knowledge, skills and understanding that applies across all early years and childcare settings, as well as that which is specific to your role and workplace
- identifies the early years and childcare principles and values that you need to demonstrate.

The workbook has space for you to record your learning as you go and for your **manager** to record their feedback. Your manager or employer may wish to use other learning activities or case studies in addition to those in this workbook. Remember to record any extra learning so that it can be used towards your qualification.

There is a glossary that covers all the workbooks and provides some definitions of the terms used. Anything marked in **bold** will be included here. As you are working your way through the learning activities in the workbook, your manager will meet with you to see how you are doing and discuss any extra support that you need. They will complete the progress log with you and help if there are any gaps.

Principles and values

This section explores the principles and values that underpin practice in children's care, learning, development and play. It references the legal framework for practice and the standards you need to adhere to.

The principles of well-being, voice and choice are themes that run through these sections and you will learn what it means to work in a child-centred way.

Contents

1.1	Legislation, national policies, guidance and frameworks	6
1.2	Rights-based approaches	7
1.3	Equality, diversity and inclusion	9
1.4	Child-centred approaches	11
1.5	Allowing children to take risks	12
1.6	Well-being	13
1.7	Positive relationships and professional boundaries	14
1.8	Communication	15
1.9	Welsh language and culture	17
1.10	Positive approaches for positive behaviour support	18
1.11	Change and transitions in children’s care, learning, development and play	19
	Progress log	21

1.1 Legislation, national policies, guidance and frameworks

Outcomes

You are able to work in ways that:

- relate the principles that underpin children's care, learning, development and play to your practice
- uphold the Codes of Conduct and Professional Practice in your work.

In your role as an early years worker you will work in ways that display your knowledge about how legislation, national policies, guidance and frameworks support children's care, play, learning and development.

Learning activity

The Welsh Government set out seven core aims for children and young people in Wales, which are guided by the United Nations Convention Rights of the Child. These aims inform decisions about national priorities and objectives, and inform local strategy and service provision.

Workbook notes

1. Outline the seven core aims

2. Give an example of how each of these core aims links to the regulatory requirements for childcare and early years settings in Wales

3. Highlight how your practice is influenced by the core aims

1.2 Rights-based approaches

Outcomes

You are able to work in ways that:

- embed a rights-based approach in your work.

In your role as an early years worker you will be supporting children and young people who come from different backgrounds, religions and cultures. This work is underpinned by the principles and values you learned about in the last section, along with the following rights:

- 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 and this section will help you learn 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 and young people. These include making sure that children and young people are safe, have what they need to develop and have a say in decisions that affect their lives. You can find useful information about these on the [Children's Commissioner for Wales's website](#).

Workbook notes

1. 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

1.3 Equality, diversity and inclusion

You are able to work in ways that:

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

You thought about a rights-based approach and some aspects of equality, diversity and inclusion in section 1.2. This section will help you explore how to promote equality, diversity and inclusion in your day-to-day work.

Workbook notes

1. What is meant by the following terms:

- equality

- diversity

- inclusion

- discrimination

2. Give an example of how working in a child-centred way promotes:

- equality

- diversity

- inclusion

1.4 Child-centred approaches

You are able to work in ways that:

- embed child-centred approaches in practice
- support children to engage in activities and experiences that reflect their preferences, and are meaningful and enjoyable
- understand the duty to make the best interests of the child paramount and demonstrate this in practice.

Workbook notes

1. 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

1.5 Allowing children to take risks

You are able to work in ways that:

- balance a child's need to experiment and take some risks with your duty to keep them safe
- use risk assessments in your work setting to support children and to take risks for positive outcomes.

This section will focus on how positive risk taking can support well-being, voice, choice and control. However, while it is important to support children and young people to make their own choices, there are times when this may include the children and young people putting themselves at risk. It is therefore essential that you, as a worker, know how to work with children and young people to balance their rights, risks and responsibilities.

Workbook notes

1. Explain the importance of being able to take positive risks on the well-being of children and young people

2. Give three other examples of positive risk taking

3. How would you balance positive risk taking?

1.6 Well-being

You are able to work in ways that:

- promote the importance of the child's family / significant others, and work in a way that supports and develops these relationships in the interest of the child.

Workbook notes

1. Identify three policy examples in Wales that support the promotion of children's well-being

2. What do you do on a day-to-day basis to promote a child's well-being?

3. Give an example of how you work with a child's family / significant others to support the child's well-being

1.8 Communication

You are able to work in ways that:

- identify and use a range of communication methods that are appropriate to their age, abilities and level of development to meet the needs and preferences of the children in your care
- take action if you observe any important changes in a child's communication.

Workbook notes

1. What is meant by the term 'effective communication'?

2. What are the barriers to effective communication and how could these be addressed?

3. How would you find out about a child's communication and language needs?

4. Can you identify a time when you have adapted your communication style to support a child?

5. What action would you take if you observed any important changes in a child's communication?

1.9 Welsh language and culture

You are able to work in ways that:

- support the child's and their parents' /carers' communication and language needs, wishes and preferences in your work
- show you adhere to legislation and policies in your practice.

The children and young people you work with will come from many different backgrounds. Recognising and meeting their language needs is linked 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 the Welsh language and culture.

Watch the "delivering the active officer " video on the [Working in Welsh page](#) on the Social Care Wales website. Look at some of the other resources there before answering the questions below.

Workbook notes

This video highlights the importance of the Welsh language as a clinical need for many of our patients. The video stars two-year-old Ioan Downes, who was born six weeks prematurely at Glangwili Hospital, and like many children in Ceredigion, Carmarthenshire and Pembrokeshire, his mother-tongue is Welsh.

www.youtube.com/watch?v=1OAU1qB0DkQ&t=8s

1. Why is it important to recognise and support Welsh language and culture?

2. What legislation and national strategies support this?

3. Give an example of how you support the development of Welsh language and culture in your setting

1.10 Positive approaches for positive behaviour support

You are able to work in ways that:

- embed the use of positive approaches in your work
- follow workplace policies and procedures that are in place for behaviour support.

Positive approaches are based upon the principles of child-centred care. Developing good relationships is fundamental, and positive approaches should be used at all times. They are essential when someone is 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.

Workbook notes

1. Give three examples of the underlying causes that may impact the behaviour of children and young people

2. Identify three positive approaches to supporting children's behaviour

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

You are able to work in ways that:

- support the types of change and transitions that may occur in the course of a child's life
- take account of the factors that make these changes and transitions either positive or negative
- support children to develop the skills, confidence and knowledge that will prepare them for change and transitions.

Case study

George is two and a half years old and recently began attending your setting. His mum has explained that George has recently been placed with her for adoption. George previously experienced domestic abuse and neglect, and now has attachment issues. As a result, George is hypervigilant and hypersensitive. He doesn't cope well with transitions or changes to routine. George has difficulty socialising with other children, he is easily startled and when he is anxious displays unwanted behaviours to other children, such as biting, spitting, scratching and hitting.

His mum has explained that George will require extra support to settle, he will need an attachment figure and will need support on a day-to-day basis to allow him to cope with the day-to-day routine.

His mum organises training for the setting to allow you to gain a better understanding of early trauma and attachment issues. She is happy to support his transition as she is going back to work in six months.

Workbook notes

1. Thinking about the case study above, what are George's rights and needs?

2. What will you need to put in place to support George's placement?

3. What policies and procedures will you need to follow to manage George's needs?

4. How can you learn from this for your own practice?

Progress Log

Section 1: Principles and values

Name:

Name of workplace:

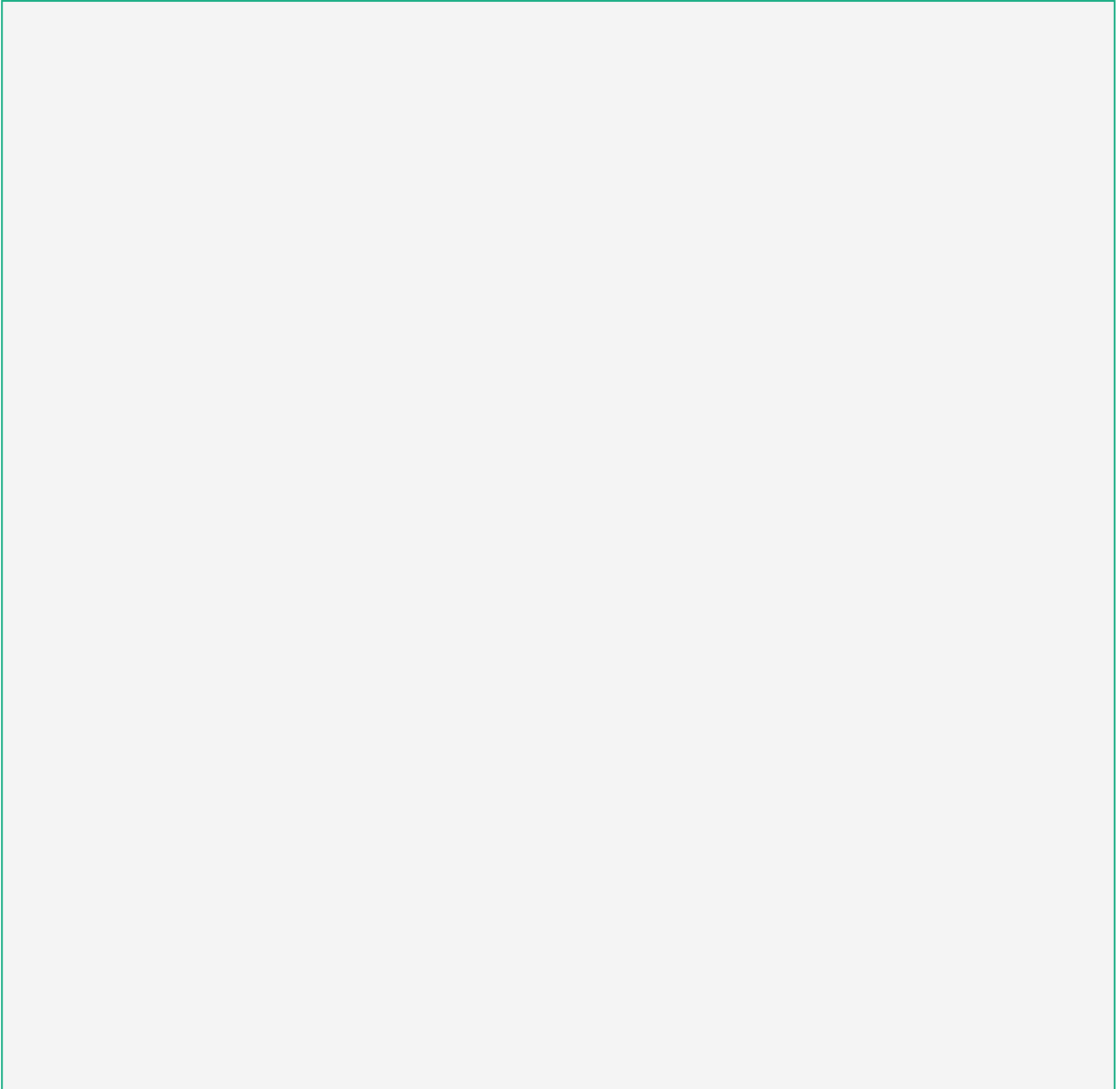
Induction start date:

Main area	Outcome	Evidence used	Assessed by whom and when	Manager's signature and date
1.1 Legislation, national policies, guidance and frameworks	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • relate the principles that underpin children's care, learning, development and play to your practice • uphold the Codes of Conduct and Professional Practice in your work. 			
1.2 Rights-based approaches	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • embed a rights-based approach in your work. 			
1.3 Equality, diversity and inclusion	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • respect and promote equality and diversity towards children, their families and carers, and others. 			
1.4 Child-centred approaches	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • embed child-centred approaches in practice • support children to engage in activities and experiences that reflect their preferences, and are meaningful and enjoyable • understand the duty to make the best interests of the child paramount and demonstrate this in practice. 			

Main area	Outcome	Evidence used	Assessed by whom and when	Manager's signature and date
1.5 Allowing children to take risks	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • balance a child's need to experiment and take some risks with your duty to keep them safe • use risk assessments in your work setting to support children and to take risks for positive outcomes. 			
1.6 Well-being	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • promote the importance of the child's family / significant others, and work in a way that supports and develops these relationships in the interest of the child. 			
1.7 Positive relationships and professional boundaries	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • develop positive relationships in the context of "professional boundaries" . 			
1.8 Communication	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • identify and use a range of communication methods that are appropriate to their age, abilities and level of development to meet the needs and preferences of the children in your care • take action if you observe any important changes in a child's communication. 			

Main area	Outcome	Evidence used	Assessed by whom and when	Manager's signature and date
1.9 Welsh language and culture	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • support the child's and their parents' /carers' communication and language needs, wishes and preferences in your work • show you adhere to legislation and policies in your practice. 			
1.10 Positive approaches for positive behaviour support	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • embed the use of positive approaches in your work • follow workplace policies and procedures that are in place for behaviour support. 			
1.11 Change and transitions in children's care, learning, development and play	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • support the types of change and transitions that may occur in the course of a child's life • take account of the factors that make these changes and transitions either positive or negative • support children to develop the skills, confidence and knowledge that will prepare them for change and transitions. 			
1.12 Reflection	<p>You are able to work in ways that:</p> <ul style="list-style-type: none"> • reflect on how your attitude and behaviour impact on the children you support. 			

Learning needs and opportunities:



Manager's signature:

Worker's signature: