Early years and childcare video series

Watch our videos to support early years and childcare workers with induction and qualifications.

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Watch our videos to support early years and childcare workers with induction and qualifications.

Guidance for mentors of new Flying Start managers: Supporting managers through the AWIF for early years and childcare managers

View transcript

1

00:00:01,300 --> 00:00:02,266

Hello everyone.

2

00:00:02,266 --> 00:00:06,200

My name is Gemma Thain

and I am an Engagement and Development

3

00:00:06,200 --> 00:00:11,466

lead officer for early years and childcare

qualifications here at Social Care Wales.

4

00:00:12,100 --> 00:00:15,566

We aim to make a positive difference

to the early years and childcare

5

00:00:15,566 --> 00:00:19,600

sector in Wales

by supporting the workforce in areas

6

00:00:19,600 --> 00:00:23,166

such as qualification development,

training sessions,

7

00:00:23,533 --> 00:00:26,700

development of resources

such as recruitment materials,

8

00:00:27,300 --> 00:00:31,500

e-learning activities

and implementation of frameworks.

9

00:00:32,566 --> 00:00:36,333

The All Wales Induction Framework

for early years and childcare managers

10

00:00:36,333 --> 00:00:39,633

is completely brand new,

so we're really excited.

11

00:00:41,100 --> 00:00:45,433

It was launched on the 28th of November

at our national conference

12

00:00:45,433 --> 00:00:48,433

this year by the Minister for Children

and Social Care

13

00:00:48,933 --> 00:00:51,933

to support new managers

settle into their roles,

14

00:00:52,100 --> 00:00:56,500

helping them to develop the skills

that they need to support their teams

15

00:00:56,500 --> 00:01:01,500

to offer the highest standards of child-centred practice, care and education.

16

00:01:02,666 --> 00:01:03,733

So we've put this short

17

00:01:03,733 --> 00:01:07,233

video together

to explain what the framework is,

18

00:01:07,600 --> 00:01:11,666

who should complete it,

and how individuals like yourselves

19

00:01:11,833 --> 00:01:15,066

can support managers

in taking them through their journey

20

00:01:15,066 --> 00:01:18,066

to complete it.

21

00:01:18,633 --> 00:01:21,133

Now, it's the Welsh Government's

ambition to develop

22

00:01:21,133 --> 00:01:25,366

a skilled childcare and play workforce

that's highly valued

23

00:01:26,033 --> 00:01:30,300

and so new workers or managers

stepping up into leadership roles

24

00:01:30,600 --> 00:01:32,066

is quite a transition.

25

00:01:32,066 --> 00:01:36,166

Taking on extra responsibility

while learning new knowledge

26

00:01:36,166 --> 00:01:38,400

and skills on the job.

27

00:01:38,400 --> 00:01:41,833

We know a strong induction

process is the foundation

28

00:01:41,833 --> 00:01:44,833

to helping new managers understand

their role,

29

00:01:45,233 --> 00:01:48,900

learn the values and expectations

that's essential for them.

30

00:01:49,733 --> 00:01:52,133

It will help them build confidence

in leading

31

00:01:52,133 --> 00:01:55,500

child-centred practice, supporting team performance

32

00:01:56,100 --> 00:01:59,800

and managing the day to day

operations of their setting.

33

00:02:00,666 --> 00:02:05,033

It also supports their personal growth,

increases job satisfaction

34

00:02:05,033 --> 00:02:09,366

where they are more likely to feel engaged

and stay committed to their work.

35

00:02:10,100 --> 00:02:15,366

So it's really crucial that we are in

a position where we can support managers,

36

00:02:16,800 --> 00:02:17,200

where they

37

00:02:17,200 --> 00:02:20,300

can lead their team

in delivering that high quality

38

00:02:20,300 --> 00:02:23,300

care for children.

39

00:02:24,000 --> 00:02:25,933

The All Wales Induction Framework

40

00:02:25,933 --> 00:02:30,700

is based on a set of essential knowledge

and practical standards

41

00:02:30,700 --> 00:02:33,966

that is needed for early years,

and childcare managers.

42

00:02:35,133 --> 00:02:39,466

To ensure consistency

across the management role in the sector,

43

00:02:39,700 --> 00:02:44,233

the induction standards that make up

this foundation was taken

44

00:02:44,233 --> 00:02:48,266

from the learning outcomes

of the current Level 4 and Level 5

45

00:02:48,266 --> 00:02:53,366

in the Children's Care, Play,

Learning and Development qualifications,

46

00:02:53,933 --> 00:02:56,766

and this means that

these learning outcomes

47

00:02:56,766 --> 00:03:00,300

or induction

standards are exactly the same.

48

00:03:00,966 --> 00:03:03,533

But the way in which

the induction framework

49

00:03:03,533 --> 00:03:08,900

and the qualifications are completed

are completed completely different.

50

00:03:09,600 --> 00:03:12,633

Now, I'm not going to talk

about the qualifications today

51

00:03:12,633 --> 00:03:16,533

as I cover this information

in another session.

52

00:03:18,133 --> 00:03:19,066

But the way that the

53

00:03:19,066 --> 00:03:23,633

induction framework can be

done is through a holistic approach.

54

00:03:24,333 --> 00:03:27,033

Now, coming from an early years background,

55

00:03:27,033 --> 00:03:32,133

when we undertake child observations,

we observe child development

56

00:03:32,500 --> 00:03:35,666

across the whole development,

looking at areas

57

00:03:35,666 --> 00:03:38,666

of development holistically.

58

00:03:40,200 --> 00:03:44,400

So it's about looking at the whole child,

drawing out

59

00:03:44,400 --> 00:03:48,000

multiple skills

so that the child can do these things.

60

00:03:48,500 --> 00:03:51,500

And it's the same sort of process.

61

00:03:51,600 --> 00:03:54,900

It will be looking at pieces of on the job

evidence

62

00:03:55,766 --> 00:04:00,133

that the manager does on a day to day

basis that can be mapped across

63

00:04:00,133 --> 00:04:03,566

multiple induction standards

to demonstrate

64

00:04:03,566 --> 00:04:06,566

their competency over time.

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00:04:07,633 --> 00:04:09,066

Now, the All Wales Induction

66

00:04:09,066 --> 00:04:12,433

Framework consists of two main parts.

67

00:04:12,900 --> 00:04:16,800

We have Part A, which covers knowledge base standards

68

00:04:16,800 --> 00:04:22,033

that include topics like understanding

how to lead child centered practice,

69

00:04:22,533 --> 00:04:25,366

understand different leadership theories,

70

00:04:25,366 --> 00:04:28,366

and understanding,

managing team performance.

71

00:04:29,666 --> 00:04:30,633

Part B

72

00:04:30,633 --> 00:04:34,766

focuses on the manager's skills,

where they will need to show

73

00:04:34,766 --> 00:04:38,466

that they can lead and manage

child-centred practice

74

00:04:38,866 --> 00:04:42,300

where they can lead and manage

effective team performance.

75

00:04:43,500 --> 00:04:47,400

Leading and managing the quality

of the setting and practice

76

00:04:47,400 --> 00:04:51,366

that promotes safeguarding

health and safety and security.

77

00:04:54,400 --> 00:04:57,400

So who completes the All Wales Induction

Framework?

78

00:04:57,633 --> 00:05:01,833

Well, I've pop this infographic

here on the slide to illustrate

79

00:05:01,833 --> 00:05:06,366

what's recommended for good practice

and what's mandatory for practice.

80

00:05:06,366 --> 00:05:09,366

And I'm going to go through

each of them now.

81

00:05:10,000 --> 00:05:14,000

All early years and childcare settings,

excluding flying start

82

00:05:14,000 --> 00:05:18,900

managers are required to hold a Level 3

qualification or above.

83

00:05:19,300 --> 00:05:23,066

So new managers with a Level 3 qualification

84

00:05:23,066 --> 00:05:27,533

can complete the induction

if they wish, to support them

85

00:05:27,833 --> 00:05:29,400

settle into their new role.

86

00:05:30,400 --> 00:05:31,233

However, it's

87

00:05:31,233 --> 00:05:36,333

recommended that they undertake the Level 4

and Level 5 of the Children's

88

00:05:36,333 --> 00:05:39,333

Care, Play, Learning and Development qualifications instead.

89

00:05:40,300 --> 00:05:44,300

And whilst they are on their journey,

they can use the induction framework

90

00:05:44,600 --> 00:05:48,133

as a supportive tool

to help them complete their qualification.

91

00:05:49,566 --> 00:05:54,100

Managers within a flying start

setting must have specific

92

00:05:54,100 --> 00:05:58,800

skills, knowledge and behaviours

to be in a leadership and management role.

93

00:05:59,800 --> 00:06:03,933

So only these qualifications

that hold these specific elements

94

00:06:03,933 --> 00:06:07,133

of those qualifications

that are already accepted

95

00:06:07,133 --> 00:06:10,133

on the Social Care Wales

qualification framework.

96

00:06:12,100 --> 00:06:15,833

And they are individuals that have

recently completed the Level 4,

97

00:06:15,833 --> 00:06:19,633

a Level 5 of the Children's Care

Play, Learning and Development qualification.

98

00:06:20,033 --> 00:06:22,933

And we know they don't need to complete

the All Wales Induction Framework

99

00:06:22,933 --> 00:06:25,661

because the induction standards

100

00:06:25,661 --> 00:06:29,533

and the learning outcomes are exactly the same. And they've recently completed it.

101

00:06:31,433 --> 00:06:33,900

Individuals though who have

102

00:06:33,900 --> 00:06:38,333

an accepted qualification

under past qualifications,

103

00:06:38,333 --> 00:06:41,533

so legacy qualifications

that they completed years ago.

104

00:06:43,266 --> 00:06:44,766

Those individuals

105

00:06:44,766 --> 00:06:48,500

who are becoming a flying start manager,

106

00:06:49,200 --> 00:06:52,866

they will be recommended

to do the All Wales Induction Framework

107

00:06:52,866 --> 00:06:56,933

because as they have completed

their qualification some years ago,

108

00:06:57,233 --> 00:07:02,366

it's really good practice

to keep up with their knowledge and skills

109

00:07:02,366 --> 00:07:05,566

and behaviours and keep up to date

with current legislation

110

00:07:06,266 --> 00:07:09,266

that's current.

111

00:07:10,266 --> 00:07:15,466

And these individuals

must have lots of leadership and management

112

00:07:15,466 --> 00:07:21,100

evidence that can be used to map

into their All Wales

113

00:07:21,133 --> 00:07:24,133

Induction Frameworks.

114

00:07:25,000 --> 00:07:28,733

Now, we have recently been working with

the sector to look at seeing

115

00:07:28,733 --> 00:07:32,866

if there are any more qualifications that

we can add to the qualification framework

116

00:07:34,133 --> 00:07:36,533

for a flying start manager,

117

00:07:36,533 --> 00:07:41,266

and we recognise that some qualifications

could be considered

118

00:07:41,466 --> 00:07:44,800

if they were strengthened with a framework

that covers

119

00:07:44,800 --> 00:07:48,333

the gaps of those specific leadership

and management standards.

120

00:07:49,200 --> 00:07:54,300

So by creating this framework,

we were able to also include

121

00:07:54,600 --> 00:07:59,666

the QCF Level 5 Diploma

in Children's Care, Learning and Development,

122

00:07:59,933 --> 00:08:03,466

Advanced Practice

Pathway, and certain degrees.

123

00:08:05,000 --> 00:08:06,366

So the QCF Advanced

124

00:08:06,366 --> 00:08:10,633

Practice pathway is now on our framework

and will be accepted

125

00:08:10,633 --> 00:08:15,666

if the manager completes

both Part A and Part B of the framework.

126

00:08:16,666 --> 00:08:19,300

And certain degrees are also now

127

00:08:19,300 --> 00:08:23,100

on our qualification framework,

because universities embedded

128

00:08:23,400 --> 00:08:28,166

all of that Level 4 in Preparing for Leadership

and Management into their modules.

129

00:08:28,500 --> 00:08:33,300

And as a result, these individuals

will have already obtained Part A

130

00:08:34,200 --> 00:08:39,600

and therefore those with approved

degrees will only need to complete Part

131

00:08:39,633 --> 00:08:42,900

B of the All Wales Induction

Framework to address the gaps

132

00:08:42,900 --> 00:08:45,900

in their skills.

133

00:08:46,533 --> 00:08:49,533

All of this is illustrated on the slide,

134

00:08:50,000 --> 00:08:54,566

but if you need further clarification,

please head over to our qualifications

135

00:08:55,033 --> 00:08:58,033

framework page,

which will explain it there too.

136

00:09:01,200 --> 00:09:03,366

Now the manager will be responsible

137

00:09:03,366 --> 00:09:06,366

for completing their own induction

framework.

138

00:09:06,400 --> 00:09:10,500

They will be gathering a variety

of on the job

139

00:09:10,500 --> 00:09:14,366

evidence

to map against their induction standards.

140

00:09:15,033 --> 00:09:17,700

And we call these the progress logs

141

00:09:17,700 --> 00:09:22,266

because they are logging their progress

as they work through their journey,

142

00:09:22,800 --> 00:09:25,400

and they will detail how they have met

143

00:09:25,400 --> 00:09:28,400

each induction standard.

144

00:09:28,400 --> 00:09:32,133

So on this slide you can see a screenshot

145

00:09:32,333 --> 00:09:36,033

of a blank progress log,

where you can see that

146

00:09:36,033 --> 00:09:40,500

the induction standard

that needs to be covered in bold writing.

147

00:09:41,166 --> 00:09:43,900

But in the next column across,

there's a little bit

148

00:09:43,900 --> 00:09:47,100

more information of what

that induction standard means.

149

00:09:48,533 --> 00:09:49,300

It will cover the

150

00:09:49,300 --> 00:09:52,633

breadth of the induction standard and the,

151

00:09:53,100 --> 00:09:56,633

the depth of what that means,

so that the manager knows

152

00:09:56,633 --> 00:09:59,733

exactly what needs to be covered

before it can be signed off.

153

00:10:00,900 --> 00:10:05,666

They will have an opportunity to explain

how they have met the induction standard

154

00:10:05,933 --> 00:10:08,933

by signposting all of their evidence,

155

00:10:09,466 --> 00:10:12,466

but we will touch on this

in the next slide.

156

00:10:13,733 --> 00:10:16,500

Before the manager starts

their induction framework,

157

00:10:16,500 --> 00:10:19,500

they will need to be allocated a mentor.

158

00:10:20,566 --> 00:10:22,400

It would be up to the local authority

159

00:10:22,400 --> 00:10:25,400

to identify an allocated mentor,

160

00:10:26,700 --> 00:10:30,600

but the role of the mentor

is quite a lovely one.

161

00:10:31,000 --> 00:10:34,000

They will be the manager's support person.

162

00:10:34,500 --> 00:10:37,533

The mentor can support the manager

to develop their knowledge

163

00:10:37,533 --> 00:10:40,733

and skills, help them gather evidence.

164

00:10:41,166 --> 00:10:45,233

They will review the manager's evidence

and sign off their standards.

165

00:10:45,433 --> 00:10:48,500

This can be done in many ways,

which I will show you later on.

166

00:10:50,100 --> 00:10:51,366

You may find

167

00:10:51,366 --> 00:10:55,300

that most of the support can be done

when a mentor comes

168

00:10:55,500 --> 00:10:58,433

to do some drop in visits, whether that's

169

00:10:58,433 --> 00:11:01,433

every few weeks or so.

170

00:11:01,933 --> 00:11:05,866

And however this is agreed,

the mentor must have

171

00:11:06,400 --> 00:11:09,400

working knowledge of the induction

standards,

172

00:11:09,900 --> 00:11:14,400

be occupationally competent

for reviewing and signing them off,

173

00:11:14,866 --> 00:11:17,866

and be familiar

with the manager's practice.

174

00:11:21,600 --> 00:11:23,366

So what exactly can the manager

175

00:11:23,366 --> 00:11:26,400

collect as evidence

for the mentor to sign off?

176

00:11:27,366 --> 00:11:30,766

Let's have a little look at all of these

different types of evidence.

177

00:11:31,600 --> 00:11:35,566

On this slide you can see that

we have oral or written questioning.

178

00:11:35,833 --> 00:11:41,400

So as a mentor you might ask them how

they have reviewed or updated the setting's

179

00:11:41,400 --> 00:11:46,800

policies or how they have carried out fire

drills or organised training for staff.

180

00:11:46,800 --> 00:11:48,700

And that could be done verbally.

181

00:11:48,700 --> 00:11:53,100

or the manager might decide

to make some notes and write it down.

182

00:11:54,266 --> 00:11:56,933

They can use a variety of work products.

183

00:11:56,933 --> 00:12:01,500

They have heaps of it in their setting,

so they might signpost

184

00:12:02,066 --> 00:12:05,066

certain activity plans.

185

00:12:05,066 --> 00:12:07,000

They might signpost calendars

186

00:12:07,000 --> 00:12:10,200

that they've implemented for organisation.

187

00:12:11,100 --> 00:12:15,166

They might have created some presentation

slides for a staff meeting.

188

00:12:16,100 --> 00:12:18,733

They might have got some newsletters

189

00:12:18,733 --> 00:12:21,733

or social media communication,

190

00:12:22,266 --> 00:12:24,533

that they might send out to parents,

191

00:12:24,533 --> 00:12:27,466

or they might even have some

192

00:12:27,466 --> 00:12:30,066

appraisal documents,

193

00:12:30,066 --> 00:12:33,566

to show how they manage

staff performance and set goals.

194

00:12:33,900 --> 00:12:37,100

So lots of different types of work

products can be used

195

00:12:37,100 --> 00:12:40,100

and signposted there.

196

00:12:40,200 --> 00:12:44,566

They might decide to use

a personal statement

197

00:12:44,566 --> 00:12:48,400

or a reflective account

where they might have,

198

00:12:50,700 --> 00:12:54,133

had a challenging situation

and they might have recorded it

199

00:12:54,466 --> 00:12:59,066

in a written document or a verbal document

or a verbal way of doing it,

200

00:12:59,066 --> 00:13:00,400

they can record themselves.

201

00:13:02,200 --> 00:13:03,433

Things like dealing with

202

00:13:03,433 --> 00:13:07,433

conflict

or dealing with a sudden staff shortage.

203

00:13:07,800 --> 00:13:11,066

You know, things like that

will help to reflect

204

00:13:11,533 --> 00:13:14,166

on how they've managed the situation,

205

00:13:14,166 --> 00:13:19,500

and what they could do differently

if that situation arose again.

206

00:13:20,033 --> 00:13:23,366

So lots of personal statements,

lots of reflective accounts

207

00:13:23,366 --> 00:13:27,300

is a really good way of capturing

real life evidence on the job,

208

00:13:29,066 --> 00:13:31,366

Professional discussions.

209

00:13:31,366 --> 00:13:34,533

You as a mentor might decide

to do a professional discussion

210

00:13:34,533 --> 00:13:38,600

with them where they could discuss

what's happening with their team.

211

00:13:38,600 --> 00:13:44,700

So they'll be talking about team dynamics

and how their leadership style, and

212

00:13:44,700 --> 00:13:48,466

the way they communicate might influence

the performance of their setting.

213

00:13:48,833 --> 00:13:51,500

You know, their vision,

the goals of the setting

214

00:13:51,500 --> 00:13:54,500

is always going to be there to help them

215

00:13:54,600 --> 00:13:57,866

try to achieve what they need to achieve

for their setting.

216

00:13:58,233 --> 00:14:02,766

And again,

this could be, a verbal discussion

217

00:14:02,766 --> 00:14:07,200

and it could be recorded

and stored somewhere, or they might decide

218

00:14:07,200 --> 00:14:11,400

to do a small or you might decide

to do a small testimony,

219

00:14:12,733 --> 00:14:15,600

to back

up, you know, a bit of evidence on there

220

00:14:15,600 --> 00:14:19,933

and you can record what the discussion,

what happened through the discussion.

221

00:14:21,633 --> 00:14:24,633

What was what took place and

what was said etc.

222

00:14:26,033 --> 00:14:27,300

Observations.

223

00:14:27,300 --> 00:14:29,233

You might do a drop in visit.

224

00:14:29,233 --> 00:14:34,133

You might be able to see the manager

doing something in the moment.

225

00:14:34,466 --> 00:14:38,300

You might decide

to do a planned observation where you are

226

00:14:38,300 --> 00:14:41,666

there, present,

watching them lead a staff meeting,

227

00:14:42,700 --> 00:14:46,600

but they will always interact

with staff and children.

228

00:14:47,066 --> 00:14:50,400

So when you drop

in, you'll see them doing their day

229

00:14:50,400 --> 00:14:54,600

to day operations

and you can make some notes,

230

00:14:55,766 --> 00:14:58,533

and write up an observation,

231

00:14:58,533 --> 00:15:00,700

when you do those visits.

232

00:15:00,700 --> 00:15:04,433

So it could be a planned observation

where you want to see something

233

00:15:04,466 --> 00:15:08,233

specific to cover,

or you might just do an ad hoc visit

234

00:15:08,233 --> 00:15:13,300

where you've seen something

really, really good and you think that's

235

00:15:13,300 --> 00:15:17,100

a really good piece of evidence

that they can map into their progress log.

236

00:15:19,500 --> 00:15:21,500

Statements, witness testimonies.

237

00:15:21,500 --> 00:15:23,333

Again, anyone can help with this.

238

00:15:23,333 --> 00:15:26,533

And this is very much encouraged

because it really is

239

00:15:26,533 --> 00:15:29,866

like a true account of situations

happening all the time.

240

00:15:30,400 --> 00:15:33,933

So the manager can ask a staff member

to write a small statement of how

241

00:15:33,933 --> 00:15:37,400

they may have dealt with a situation,

242

00:15:37,800 --> 00:15:41,133

such as the recruitment process,

where they are

243

00:15:41,166 --> 00:15:44,166

really ensuring that value based approach

244

00:15:44,300 --> 00:15:48,766

they might decide to collect feedback

from parents or carers

245

00:15:48,766 --> 00:15:49,766

if there's something in there

246

00:15:49,766 --> 00:15:52,800

that highlights

the positive way that the setting is managed,

247

00:15:53,366 --> 00:15:57,300

or is something that could be in a CIW report,

so that could be used

248

00:15:57,300 --> 00:16:00,600

as evidence

to show that their managerial skills,

249

00:16:01,633 --> 00:16:04,200

are being demonstrated to ensure

250

00:16:04,200 --> 00:16:07,200

that high quality childcare is happening

251

00:16:07,733 --> 00:16:10,833

Now, recognition of prior

learning is a great one to map.

252

00:16:11,233 --> 00:16:14,233

They will have evidence

of different training

253

00:16:14,233 --> 00:16:18,100

they've been on, qualifications

they may have done in the past.

254

00:16:18,433 --> 00:16:23,066

So this piece of evidence will be

really crucial, especially to our QCF

255

00:16:23,400 --> 00:16:26,400

Level 5 Advanced Practitioners,

because,

256

00:16:27,066 --> 00:16:30,066

our Level 5 Advanced

Practitioners will already have covered

257

00:16:30,066 --> 00:16:34,666

some of the induction standards

across Part A and Part B.

258

00:16:35,300 --> 00:16:38,100

So, we have put a resource document

259

00:16:38,100 --> 00:16:43,466

together for you as mentors to show

what has already been covered

260

00:16:43,866 --> 00:16:45,600

and what has not.

261

00:16:45,600 --> 00:16:50,600

So, it's our very own cheat sheet

really, to see where the gaps are.

262

00:16:52,533 --> 00:16:54,900

But recognition of prior learning,

263

00:16:54,900 --> 00:16:57,900

like I said, is very much encouraged.

264

00:16:59,433 --> 00:17:00,566

And last but not least,

265

00:17:00,566 --> 00:17:03,933

we have also developed a workbook

and a guidebook.

266

00:17:03,933 --> 00:17:08,200

So the workbook being covering

knowledge in the Part A

267

00:17:08,833 --> 00:17:12,000

and the guidebook

covering all the skills in Part B.

268

00:17:13,200 --> 00:17:17,800

So, the knowledge workbook

that managers can work through to develop

269

00:17:17,800 --> 00:17:21,166

their knowledge

or use to close down certain

270

00:17:21,166 --> 00:17:24,166

elements of their knowledge,

271

00:17:24,166 --> 00:17:27,000

especially if they're struggling

to find evidence

272

00:17:27,000 --> 00:17:31,266

to map their knowledge into the induction

standards, then they can complete

273

00:17:31,300 --> 00:17:34,300

all or parts of the workbook.

274

00:17:34,466 --> 00:17:37,466

And in the workbook

there are different activities

275

00:17:37,733 --> 00:17:40,500

that are practical,

276

00:17:40,500 --> 00:17:44,166

based on their role

related practical activities.

277

00:17:44,766 --> 00:17:48,300

So it has heaps of resources in there

as well to support their knowledge.

278

00:17:48,300 --> 00:17:49,800

We have links that are,

279

00:17:51,600 --> 00:17:53,833

relevant to legislation.

280

00:17:53,833 --> 00:17:57,900

We have YouTube video links,

articles, etc., etc.

281

00:17:58,800 --> 00:18:01,833

There may be an activity

where they have to assess

282

00:18:01,833 --> 00:18:05,733

the effectiveness of the equality

diversity, inclusion policy

283

00:18:06,300 --> 00:18:10,066

and make changes to improve it

or there might be a case study in there

284

00:18:10,066 --> 00:18:13,500

where they will work through the process

and answered some of the questions.

285

00:18:14,200 --> 00:18:16,900

So they would complete the work

through the workbook

286

00:18:16,900 --> 00:18:20,033

and reference

this within their progress logs.

287

00:18:21,133 --> 00:18:23,900

And there is an activity

for every induction

288

00:18:23,900 --> 00:18:26,900

standard for Part A.

289

00:18:27,300 --> 00:18:30,366

Just as another resource

for supporting mentors,

290

00:18:30,366 --> 00:18:34,166

we have developed

a sample answer workbook.

291

00:18:34,166 --> 00:18:37,633

So we have taken one activity

292

00:18:37,733 --> 00:18:40,733

from each section of the Part A

293

00:18:41,300 --> 00:18:44,666

and turned it into a sample answer

workbook.

294

00:18:44,666 --> 00:18:49,800

So individuals like yourselves,

mentors supporting managers

295

00:18:50,066 --> 00:18:55,066

can see what an example of an answer

would look like.

296

00:18:55,900 --> 00:18:59,900

So that will be super helpful for mentors

just to have a little look to see kind

297

00:18:59,900 --> 00:19:03,900

of the benchmark really, of the breadth

and depth that the manager has to cover.

298

00:19:05,700 --> 00:19:06,500

For Part B,

299

00:19:06,500 --> 00:19:10,433

we've also created a competence

skill guidebook to help them understand

300

00:19:10,433 --> 00:19:13,566

what types of evidence there are

and what they mean.

301

00:19:13,933 --> 00:19:16,700

So a bit like what we just done, going

302

00:19:16,700 --> 00:19:19,700

through the collecting evidence slide.

303

00:19:19,733 --> 00:19:22,600

But the guidebook is a little bit

more in-depth.

304

00:19:22,600 --> 00:19:26,266

And we've also gone a little bit further

where we have provided

305

00:19:26,666 --> 00:19:30,400

examples of how certain evidence

can easily be collected

306

00:19:30,400 --> 00:19:33,400

to meet the specific induction standard.

307

00:19:34,200 --> 00:19:37,733

For example, equality,

diversity, inclusion policy.

308

00:19:38,633 --> 00:19:42,566

If they've updated it recently,

they could use that as a work product

309

00:19:42,666 --> 00:19:45,933

to map as evidence as one of the induction

standards in Part B.

310

00:19:46,200 --> 00:19:49,500

So again, it's that overlapping,

311

00:19:50,266 --> 00:19:54,100

mapping what the manager has got

holistically

312

00:19:54,100 --> 00:19:57,566

multiple times across those induction

standards.

313

00:19:58,466 --> 00:20:00,600

Again, specifically for mentors,

314

00:20:00,600 --> 00:20:03,600

we've also created

a guidebook resource for mentors.

315

00:20:03,900 --> 00:20:06,900

So you will also have a copy of this

316

00:20:06,900 --> 00:20:10,500

information

to support you in supporting the managers.

317

00:20:12,000 --> 00:20:12,400

On the

318

00:20:12,400 --> 00:20:16,566

guidance documents for both managers

and mentors at the bottom,

319

00:20:16,566 --> 00:20:20,100

in the appendix,

we've also provided an example

320

00:20:20,100 --> 00:20:23,100

of what an observation might look like,

321

00:20:23,333 --> 00:20:25,500

and an example of

322

00:20:25,500 --> 00:20:30,033

a few work projects where the manager

can reference these pieces of evidence

323

00:20:30,266 --> 00:20:33,266

into multiple parts

across the induction standards.

324

00:20:33,700 --> 00:20:38,066

But we've also written with justification

325

00:20:38,066 --> 00:20:41,066

why that manager

326

00:20:41,066 --> 00:20:44,066

has met the induction standard.

327

00:20:44,533 --> 00:20:50,400

So it justifies why that manager can map

that bit of the observation

328

00:20:50,400 --> 00:20:51,333

into that induction

329

00:20:51,333 --> 00:20:55,000

standard, or that bit of the work product

into that induction standard.

330

00:20:55,466 --> 00:20:58,466

So it's a really helpful

and useful tool for you

331

00:20:58,733 --> 00:21:01,466

as well.

332

00:21:01,466 --> 00:21:05,266

Now, although we have provided

quite an extensive list,

333

00:21:05,600 --> 00:21:09,866

the manager is encouraged to think of

other ways they can gather their evidence,

334

00:21:10,400 --> 00:21:14,466

because what we have suggested

might not be applicable

335

00:21:14,466 --> 00:21:17,466

to their specific setting or role.

336

00:21:17,833 --> 00:21:20,666

Or perhaps they have a better way

of collecting the evidence.

337

00:21:22,066 --> 00:21:23,600

I know

338

00:21:23,600 --> 00:21:27,433

when I did something similar

to this in the past, I preferred gathering

339

00:21:27,433 --> 00:21:31,466

my own evidence than finding evidence

that was prescribed to me,

340

00:21:31,466 --> 00:21:33,866

and that's absolutely okay.

341

00:21:33,866 --> 00:21:37,300

So even though the induction framework

has a set of standards,

342

00:21:38,400 --> 00:21:43,200

manager's role in gathering

the evidence will be bespoke to them.

343

00:21:43,600 --> 00:21:47,600

And so it will make the whole experience

really personal to them,

344

00:21:47,600 --> 00:21:50,900

which will give them that

sense of ownership and sense of pride

345

00:21:50,900 --> 00:21:53,900

in their achievement

when they complete it.

346

00:21:56,700 --> 00:21:57,900

So okay,

347

00:21:57,900 --> 00:22:01,766

so you can see this is an example

of a completed progress log.

348

00:22:02,100 --> 00:22:06,900

But first I wanted to show you

what the columns in the progress log mean.

349

00:22:07,833 --> 00:22:10,466

The learning outcome column

is just a number

350

00:22:10,466 --> 00:22:13,466

that we have used to reference

the induction standard.

351

00:22:14,133 --> 00:22:17,333

The induction standard

column is the standard that the manager

352

00:22:17,366 --> 00:22:22,100

must cover, whether it is a knowledge,

a skill, or a behaviour.

353

00:22:22,666 --> 00:22:26,133

These standards serve as the benchmark

to ensure

354

00:22:26,133 --> 00:22:30,200

that the manager can completely fulfill

their managerial responsibilities.

355

00:22:31,333 --> 00:22:32,566

The next column where

356

00:22:32,566 --> 00:22:36,300

it says this means

I have the understanding and ability

357

00:22:36,300 --> 00:22:41,233

to, is where we will see the breadth

and depth of the induction standard.

358

00:22:41,233 --> 00:22:45,433

So it's really helpful for the manager

to understand what the induction

359

00:22:45,433 --> 00:22:49,433

standard means, because the standard

can actually be quite brief.

360

00:22:50,400 --> 00:22:53,000

So knowing what they need to cover

will help them really think

361

00:22:53,000 --> 00:22:57,900

about all of the pieces of evidence they

already have to map into this section.

362

00:22:59,400 --> 00:23:03,133

And once they do, they will

then be ready to record their evidence

363

00:23:03,133 --> 00:23:06,333

and say how they have met this standard

364

00:23:06,566 --> 00:23:08,300

in the next column.

365

00:23:08,300 --> 00:23:12,700

And again, as I said before, this could be

a number of pieces of evidence

366

00:23:13,033 --> 00:23:16,100

which we went through

with the other evidence, such as training

367

00:23:16,333 --> 00:23:20,266

work products

and or recognition of prior learning.

368

00:23:21,633 --> 00:23:23,733

The next column is where the mentor

369

00:23:23,733 --> 00:23:27,433

will be reviewing the evidence

and making a comment to feedback.

370

00:23:27,900 --> 00:23:30,566

And once the induction has been met

371

00:23:30,566 --> 00:23:33,566

and the manager and the mentor are happy,

372

00:23:33,733 --> 00:23:36,733

they will sign and date

the induction standard off.

373

00:23:38,433 --> 00:23:41,633

So let's scroll down to have a little

look at an induction standard.

374

00:23:41,633 --> 00:23:44,633

having being completed already.

375

00:23:46,200 --> 00:23:49,100

So this has been made up

for the purpose of this demonstration.

376

00:23:49,100 --> 00:23:54,033

But the induction standards as you know

a real so this induction standard

377

00:23:54,033 --> 00:23:58,700

relates to Part A, section one

which is leading child-centred practice.

378

00:23:58,966 --> 00:24:01,366

And the learning outcome

number is number two,

379

00:24:01,366 --> 00:24:04,200

where the manager has to show

that they understand

380

00:24:04,200 --> 00:24:07,333

how to promote equity, equality,

diversity and inclusion.

381

00:24:08,500 --> 00:24:12,300

Now you can see the induction

standard in black bold writing

382

00:24:12,633 --> 00:24:17,033

and in the next column

the breadth and depth of that standard.

383

00:24:17,633 --> 00:24:21,166

Can you see that

there are three areas here.

384

00:24:21,300 --> 00:24:24,966

So that's the breadth

and depth 2.1, 2.2 and 2.3.

385

00:24:26,933 --> 00:24:28,800

The manager has written actually quite

386

00:24:28,800 --> 00:24:32,700

a comprehensive bit of feedback

where they have completed the workbook,

387

00:24:33,033 --> 00:24:36,533

written something around policy documents,

so they have training

388

00:24:36,533 --> 00:24:39,533

records,

389

00:24:39,533 --> 00:24:43,100

and records of minutes

and the meetings that they cover

390

00:24:43,533 --> 00:24:46,200

to demonstrate

that they've covered this standard

391

00:24:46,200 --> 00:24:49,200

very fully.

392

00:24:49,933 --> 00:24:52,700

However,

if the manager has completed the activity

393

00:24:52,700 --> 00:24:56,466

in the workbook, it covers the breadth

and depth of this induction standard.

394

00:24:56,466 --> 00:24:59,966

So they wouldn't

really need to add extra evidence.

395

00:25:00,333 --> 00:25:04,566

But it is good practice to

because if they put as much information

396

00:25:04,566 --> 00:25:07,800

in there as possible, then it's ready

397

00:25:08,166 --> 00:25:11,333

to map into the Part B of their framework.

398

00:25:11,333 --> 00:25:14,233

So they've got it all there anyway.

399

00:25:14,233 --> 00:25:17,033

But you can see that there have been

comments made from the mentor

400

00:25:17,033 --> 00:25:21,066

confirming that the manager has lots of up

to date knowledge here.

401

00:25:21,066 --> 00:25:24,266

So they've both signed

and dated that standard off.

402

00:25:28,200 --> 00:25:29,066

We've also made

403

00:25:29,066 --> 00:25:32,900

up an example of the induction

standard for Part B.

404

00:25:32,900 --> 00:25:34,166

And in this demonstration

405

00:25:34,166 --> 00:25:37,433

it covers section four

which is all about professional practice.

406

00:25:38,900 --> 00:25:42,566

The learning outcome three is about using

analysis

407

00:25:42,566 --> 00:25:46,733

of incidents, compliments, concerns

and complaints to improve the setting.

408

00:25:47,666 --> 00:25:49,766

Again with this particular standard,

409

00:25:49,766 --> 00:25:53,766

the breadth and depth of this

standard covers six areas

410

00:25:54,333 --> 00:25:57,100

in which the manager has evidenced

411

00:25:57,100 --> 00:26:00,833

their standard is kind of like an overview

412

00:26:01,233 --> 00:26:03,800

what they have done previously

and where the evidence is.

413

00:26:03,800 --> 00:26:07,700

So if you read how they've met

their standard, it's a bit of an overview,

414

00:26:07,833 --> 00:26:12,266

but they have signposted where

the evidence is within their workplace.

415

00:26:13,200 --> 00:26:15,466

Now if I was the mentor, I would check out

416

00:26:15,466 --> 00:26:18,466

the settings policies

that the manager said they wrote

417

00:26:18,500 --> 00:26:21,800

and see how they've updated them

or how they update them often.

418

00:26:22,433 --> 00:26:23,866

Do they use a tracker?

419

00:26:23,866 --> 00:26:25,933

Do they use a planner to update these?

420

00:26:25,933 --> 00:26:29,700

I would briefly look at staff meetings

where there's feedback of incidents

421

00:26:29,700 --> 00:26:32,700

being discussed, and again

422

00:26:32,733 --> 00:26:36,866

the manager said there are statements,

so it'd be really lovely to read these.

423

00:26:38,566 --> 00:26:39,000

Again,

424

00:26:39,000 --> 00:26:41,100

the mentor would feedback

on what they have seen

425

00:26:41,100 --> 00:26:45,000

and signed off and sign off the standard

if it's been met.

426

00:26:45,000 --> 00:26:48,733

So you can see here

this particular mentor said that

427

00:26:49,233 --> 00:26:52,366

they confirm that J. Bloggs

428

00:26:52,366 --> 00:26:55,400

has been able to demonstrate their skill

for this induction standard.

429

00:26:56,200 --> 00:26:59,400

And as a mentor,

I've seen all the evidence that has been

430

00:26:59,400 --> 00:27:00,800

referenced here.

431

00:27:00,800 --> 00:27:03,800

Oh, and they've also done an observation,

432

00:27:04,066 --> 00:27:06,500

where they have observed

433

00:27:06,500 --> 00:27:09,966

Joe Bloggs carry out a staff meeting

covering this induction standard.

434

00:27:10,033 --> 00:27:10,800

Brilliant.

435

00:27:10,800 --> 00:27:13,800

Lots and lots of evidence there.

436

00:27:13,800 --> 00:27:15,933

So yeah, as a mentor, I would be happy

437

00:27:15,933 --> 00:27:18,933

to sign this induction standard off.

438

00:27:19,033 --> 00:27:23,000

Once all of the standards

have been signed off

439

00:27:23,000 --> 00:27:26,800

by both the manager and mentor

over that period of time,

440

00:27:27,366 --> 00:27:32,066

they will be able to sign off

the Certificate of Achievement.

441

00:27:34,966 --> 00:27:36,133

Wow, what a

442

00:27:36,133 --> 00:27:39,133

journey, but a huge achievement

to be proud of.

443

00:27:39,600 --> 00:27:42,533

And this certificate of achievement

must be kept with

444

00:27:42,533 --> 00:27:46,433

the completed progress logs,

which can be used to show evidence

445

00:27:46,766 --> 00:27:49,766

that the manager has successfully completed

their induction

446

00:27:50,433 --> 00:27:54,666

or qualified to work as a flying start manager

if they have completed

447

00:27:54,666 --> 00:27:58,633

the QCF Advanced Practice qualification

previously,

448

00:27:58,766 --> 00:28:02,433

or with one of the accepted degrees

on the qualification framework.

449

00:28:03,133 --> 00:28:07,200

Yes, it can be stored

on the manager's file ready for anybody

450

00:28:07,200 --> 00:28:10,366

who needs to see it, such as a CIW Inspector,

451

00:28:11,100 --> 00:28:14,100

so it will be ready for them to check.

452

00:28:16,200 --> 00:28:20,297

And so this brings us

to the end of the presentation today sadly.

453

00:28:20,297 --> 00:28:24,297

On this slide

you can scan the QR code.

454

00:28:24,666 --> 00:28:28,900

It will take you directly to all of our

induction frameworks on our website.

455

00:28:30,533 --> 00:28:33,533

You want to select the All Wales Induction

Framework for early years

456

00:28:33,833 --> 00:28:38,666

and childcare managers

window to access all of the documents

457

00:28:38,666 --> 00:28:42,666

and resources,

but please get in touch with us

458

00:28:43,766 --> 00:28:45,200

any time.

459

00:28:45,200 --> 00:28:48,100

We would love to know

if you have any questions

460

00:28:48,100 --> 00:28:51,466

or specific feedback

on this prerecorded video.

461

00:28:52,366 --> 00:28:55,866

Or if you need some more support

with implementation

462

00:28:55,866 --> 00:29:00,233

of the All Wales Induction Framework,

please don't hesitate to email us.

463

00:29:00,966 --> 00:29:04,600

So I'm going to leave you with a huge

good luck with the framework,

464

00:29:04,600 --> 00:29:06,966

not that you're going to need it.

465

00:29:06,966 --> 00:29:10,766

And a big diolch for listening to me today.

466

00:29:11,200 --> 00:29:13,566

Good luck and thank you for listening.

The video guidance will complement the guidance documents that we already have but we will take you through a step by step process of:

- What the AWIF for early years and childcare mangers is
- Why we have an AWIF for early years and childcare managers
- Who should complete the AWIF for early years and childcare managers
- The roles of the manager and mentor when completing the AWIF for early years and childcare managers
- How to complete the AWIF for early years and childcare managers