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

Guidance for nominated persons: supporting new early years and childcare

managers to complete the AWIF for early years and childcare managers

Guidance for nominated persons to support new early years and childcare managers to complete the All Wales induction

framework (AWIF)

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Important - this information is now only relevant to people who started completing the All Wales induction framework for early years and childcare managers before 9 November 2026. The framework has now been updated and replaced with the **Learning and induction framework for early years and childcare managers.**

Why is an induction important?

The Welsh Government's ambition is to develop a skilled childcare and play workforce that's highly regarded as a profession and a career of choice, and recognised for the vital role the sector plays in supporting our children's development.

As part of wider training support, the Welsh Government's Childcare, Play and Early Years Workforce Plan expects every early years setting to provide an induction for new workers. The induction should help workers understand child-centred practice and the values needed to work in early years.

Under the National Minimum Standards for Regulated Childcare for Children up to the age of 12 years workers must complete, or be working towards, induction training relevant to their role, including the All Wales induction framework.

A well thought out and thorough induction has a positive impact on the quality of the service provided.

An induction makes sure new staff understand the importance of child-centred practice and the values that support working in early years and childcare. It also helps them settle-in and become more effective in their role.

An induction makes sure staff know what their roles are, as well as the limits of the role. It can increase employee commitment and job satisfaction and has a positive effect on reducing staff turnover.

What is the All Wales induction framework (AWIF) for early years and childcare managers?

The All Wales induction framework for early years and childcare managers is a set of standards taken from the mandatory learning outcomes of the Level 4 Preparing for Leadership and Management and the Level 5 Leadership and Management of Children's Care, Play, Learning and Development qualification.

It sets out the knowledge and practice new early years and childcare managers should show over time.

There are two parts to the AWIF:

Part A – knowledge based induction standards

The knowledge induction standards cover all responsibilities for the leadership and management of early years and childcare services. This includes:

- leading child-centred practice
- theoretical frameworks for leadership and management
- understanding how to lead and manage effective team performance.

Part B – competency-based induction standards

The competency-based induction standards cover a wide range of areas such as professional practice, and leading and managing:

- child-centred practice
- effective team performance
- the quality of workplace or setting
- practice that promotes safeguarding of children
- health, safety and security.

Who should complete the AWIF?

All early years and childcare managers who are new in post should complete the AWIF as a general induction to their role.

We recommend that all managers complete the AWIF within 12 months of starting a new role. This will give them the opportunity to put their learning into practice and update their knowledge of legislative frameworks, evidence informed practice and specialist areas.

Experienced or qualified managers are likely to already have some evidence of knowledge and practice through previous qualifications completed or previous employment, but less experienced managers may need more support.

Requirements for a Flying Start leader / manager / person in charge

For staff in Flying Start settings, Welsh Government guidelines require managers to have experience working with young children and hold an accepted qualification as outlined in our qualification framework for a Flying

Start leader / manager / person in charge.

The following people must complete the AWIF:

1. Individuals with a **QCF Level 5 Diploma in Leadership for Children's Care, Learning, and Development (Advanced Practice) Wales and Northern Ireland**. These individuals must complete both part A and part B of the AWIF for early years and childcare managers.
2. Individuals with an accepted **degree that's listed on the qualification framework**. These individuals only need to complete Part B of the AWIF. Universities have updated their modules to meet the Level 4 Preparing for Leadership and Management criteria needed for the Flying Start Manager role.

Role of the manager completing the AWIF

The manager

The manager completing the AWIF should complete the required part A, part B or both, and use progress logs to document their evidence.

They're responsible for including their evidence in these logs to show their understanding and skills, in line with AWIF standards.

In the progress logs, they'll note in detail how they have met each standard, using evidence such as discussions, completed training courses, and certificates from previous qualifications.

For example, managers who hold a **QCF Level 5 Diploma in Leadership for Children's Care, Learning, and Development (Advanced Practice)** can map relevant learning outcomes from this qualification to show their knowledge

and experience.

We've created a mapping document you can use: Linking the AWIF with QCF Level 5 Diploma in Leadership for Children's Care, Learning, and Development (Advanced Practice).

We've also created a guide to support managers to find and gather evidence to use with the AWIF for early years and childcare managers.

Managers can also use our AWIF part A knowledge workbook to cover any gaps in their knowledge. They can complete a variety of activities to show they have the knowledge needed, and they can access resources and links for further studying.

Managers can also use the part B competence guidebook to give examples of how they can gather practical pieces of evidence, to show their managerial skills in their role.

Signing-off the standards

Once the manager has included their evidence in the progress logs, they'll need a nominated person(s) to review and confirm that they've met each standard.

The nominated person can add a brief comment in the provided box, explaining why they believe the manager has achieved that standard. Both the manager and the nominated person should sign and date each entry to complete the sign-off process.

The nominated person responsible for signing off the standards must:

- have a working knowledge of the induction standards they're reviewing

- be skilled in the area they’re confirming
- be familiar with the manager’s practice

The nominated person can be a variety of people, such as the Responsible Individual, a practice development lead or another manager overseeing the manager’s work.

Role of the nominated person

The nominated person

The nominated person supports the manager and guides them through part A and B of their AWIF, and reviews and confirms that they’ve met the standards.

Evidence to complete the progress logs is gathered from a range of assessment methods. This can be used to judge the manager’s understanding of their role, responsibilities and practice.

These are the types of evidence that can be used to support the AWIF:

- completion of the workbooks
- follow-up questions
- written or verbal questioning
- supervision
- team meetings
- assignments
- case studies with questions
- presentations
- tests
- direct observation of practice

- feedback from others – for example, individuals, families, carers or other workers
- self-assessment or reflective accounts
- completion of probation
- completion of organisational induction procedures
- contributions from learning providers
- reflection on attendance of training evidence of accredited learning or qualifications.

We have resources to help the nominated persons support their managers:

- Sample answers workbook, which includes examples of part A answers from the activities set in the workbooks.
- Guidance for nominated persons, which has examples of what type of evidence can be collected and examples for part B of a nominated person's observation and work products.

Signing-off the completion certificate

The certificate of successful completion should be signed off by the new manager and nominated person(s). The nominated person needs to show that they've followed a strong process to meet the induction standards. Sometimes the manager may have different nominated persons throughout the induction journey.

Linking the AWIF to continuing professional development (CPD)

The AWIF is made up of an agreed set of standards for early years and childcare managers. Managers can also use it as a tool to support them if they hold older qualifications, or need to upskill or update their practice.

Resources to help managers

Both of the qualifications below have units that are mirrored in the AWIF for early years managers:

- Level 4 Preparing for Leadership and Management
- Level 5 Management Practice of Children's Care, Play, Learning and Development

We've taken the mandatory learning outcomes from each unit and used these as the induction standards.

We've carried these learning outcomes in the induction standards into the progess logs, into the section where it says '*this means I have the understanding and ability to...'* We don't expect the managers to be taken through each of these in detail, but it will give them an idea of evidence needed for the types of knowledge and behaviours.

Managers can also use the AWIF knowledge workbook to help them cover the gaps in their knowledge. It has a variety of activities they can do to show they have the required knowledge.

They can also use the competence skills guidebook to give examples of how they can gather practical pieces of evidence to show their managerial skills in their role.

Contact us

If you have a question or if you can't find what you're looking for, get in touch.

If you have staff who need or would like to do the AWIF for early years and childcare managers as part of their CPD or as part of their QCF or some accepted degrees, please ask them to register on this registration form. That way we can reach out to individuals to offer advice and support the local authority leads (who will be overall signing off the framework).

If anyone has any feedback they would like to send us about the framework you're welcome to let us know on this feedback form.

Related content

- Progress logs part A
- Progress logs part B
- Progress log examples for the nominated person
- Part A: Knowledge workbook (for the manager)
- Part A: Knowledge workbook (sample answers) (for the nominated person)
- Part B: Competence skills guidebook (for the manager)
- Part B: Competence skills guidebook (for the nominated person)
- Range of evidence for the All Wales induction framework (AWIF) for early years and childcare
- Certificate of successful completion

- Linking the AWIF with QCF Level 5 Diploma in Leadership for Children’s Care, Learning, and Development (Advanced Practice).

Video guidance for nominated persons of 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

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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

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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,

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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 nominated person when completing the AWIF for early years and childcare managers
- How to complete the AWIF for early years and childcare managers.

Please note that in this video 'nominated persons' are referred to as 'mentors'.