# All Wales Induction Framework for Early Years and Childcare

## Section 3 – Professional practice as an early years and childcare worker

This section will help you explore the roles and responsibilities as an employee, colleague and a professional worker.

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## Progress log for professional practice as an early years and childcare worker

## 3.1 Roles and responsibilities of the early years and childcare worker

**Role, responsibilities and accountabilities of an early years and childcare worker**

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| **3.1a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Professional responsibilities and accountabilities within the context of relevant legislative frameworks, standards, **codes of conduct and professional practice** |  |  |  |
| The scope and purpose of the early years, childcare and play sector |  |  |  |
| The purpose of **job descriptions** and person specifications for defining the expectations and limitations of roles and responsibilities |  |  |  |
| The importance of recognising and adhering to the limitations of roles and responsibilities |  |  |  |
| How and when to seek additional support in situations beyond role, responsibilities, level of experience and expertise or if you are unsure as to how to proceed in a work matter |  |  |  |
| The purposes of **policies and procedures** for early years and childcare practice |  |  |  |
| How to find out about and follow policies and procedures |  |  |  |
| Why it is important to report practices that are unsafe or conflict with codes of conduct and professional practice, standards or policies and procedures |  |  |  |
| What is meant by duty of care and why it is important to be open and honest in day-to-day practice |  |  |  |
| Conflicts and dilemmas that may arise between duty of care and the rights of children and their families / carers |  |  |  |
| Accountability for quality of own practice |  |  |  |
| The importance of reflection and how to use this to improve practice |  |  |  |
| What is meant by the term ‘confidentiality’ |  |  |  |
| How confidentiality can be maintained by early years and childcare workers |  |  |  |
| Circumstances when confidential information must be passed on and who this should be passed on to |  |  |  |

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| **3.1b Additional AWIFEYCC learning outcomes**    **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Embed the ethos and structure of the workplace/setting you work for and your role within it |  |  |  |
| Take account of the ethos and structure of other organisations you work with, and the links with your role and workplace/setting |  |  |  |
| Take account of your own roles and responsibilities**,** what it requires you to do and the limits of your role |  |  |  |
| Make use of the support available in carrying out your role |  |  |  |
| Promote good practice by reporting matters that affect the welfare and safety of individuals or their carers, or practices that are unsafe or conflicts with the ethos, policies and procedures of the workplace/setting |  |  |  |
| Follow **workplace** policies and procedures |  |  |  |

## 3.2 Partnership working

**Develop and maintain effective partnership working with others in early years and childcare**

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| **3.2a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| The principles of working in partnership with **others** |  |  |  |
| The range and roles of other workers and professionals in early years and childcare |  |  |  |
| The importance of multi-agency working |  |  |  |
| The importance of developing good relationships when working with other workers and professionals, carers and families, as well as the individual |  |  |  |
| How to work in ways that build trust |  |  |  |
| The importance of respecting diversity and recognising cultural, religious and ethnic differences when working in partnership |  |  |  |

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| **3.2b Additional AWIFEYCC learning outcomes**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Recognise the range and roles of other workers in your workplace/setting, and other agencies that you may come into contact with |  |  |  |
| Apply the principles of partnership working in your work with others |  |  |  |
| Apply the principles of confidentiality in all communication with **others** |  |  |  |
| Develop good working relationships with other workers and professionals while maintaining professional boundaries |  |  |  |

## 3.3 Team working

**How effective team working supports good practice in early years and childcare, play and health and social care. If you are a childminder working alone (that is, you are not employing an assistant or working with another childminder from the same setting) this section is not relevant to you**

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| **3.3a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Types of team working and how teams may differ in structure, purpose and composition |  |  |  |
| The core principles that underpin effective team working |  |  |  |
| Ways in which effective team working contributes to the well-being of children and their families / carers |  |  |  |

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| **3.3b Additional AWIFEYCC learning outcomes**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Demonstrate your understanding of the structure, purpose and make up of your own team, and how you contribute to its work |  |  |  |

## 3.4 Handling information

**How to handle information in early years and childcare**

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| **3.4a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| What is meant by the term ‘handling information’ |  |  |  |
| What is meant by the term ‘data protection’ |  |  |  |
| Legislation and codes of conduct and professional practice that relate to the handling of information including: storing, recording, confidentiality and sharing |  |  |  |
| What is meant by ‘secure systems used for recording and storing information’ |  |  |  |
| Why it is important to have secure systems for recording and storing information in early years and childcare settings |  |  |  |
| The features of manual and electronic information storage systems that help ensure information is secure |  |  |  |
| What information needs to be recorded, reported and stored |  |  |  |
| Ways to record written information with accuracy, clarity, relevance and an appropriate level of detail in a timely manner |  |  |  |
| The difference between fact, opinion and judgement, and why understanding this is important when recording and reporting information about children and their families / carers |  |  |  |
| The importance of sharing recorded information with individuals and knowing when and why this cannot occur |  |  |  |

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| **3.4b Additional AWIFEYCC learning outcomes**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Follow your workplace/setting’s policies and procedures on the handling of information, including storing, recording, confidentiality and sharing |  |  |  |
| Record written information with accuracy, clarity, relevance and an appropriate level of detail in a timely manner |  |  |  |

## 3.5 Personal conduct of early years and childcare workers

**The importance of upholding the profession of early years and childcare worker**

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| **3.5a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Positive role modelling in early years and childcare |  |  |  |
| Why it is important not to behave in a way, in work or outside the **workplace / setting**, which would call into question your suitability to work in the early years and childcare profession |  |  |  |
| The relationship between the use of social media and personal conduct |  |  |  |
| What constitutes as misuse of social media and the implications of this on practice |  |  |  |
| Why it is important not to form inappropriate relationships with children, their families / carers, colleagues and others |  |  |  |
| Why it is important to recognise and use sensitively, the power that comes from your role in working with children, their families / carers and not act in any way that abuses this power |  |  |  |

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| **3.5b Additional AWIFEYCC learning outcomes**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Uphold the early years and childcare profession, and role models best practice in your work |  |  |  |

## 3.6 Continuing professional development

**How continuing professional development contributes to professional practice. \* Supervision and appraisal elements refer to those working within an employed role and would not include those who are self-employed, such as childminders**

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| **3.6a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| What is meant by the term ‘continuing professional development’ |  |  |  |
| Legislative requirements, standards and **codes of conduct and professional practice** that relate to continuing professional development |  |  |  |
| The Welsh Language Standards |  |  |  |
| How to evaluate own knowledge, understanding and practice against relevant standards and information |  |  |  |
| The responsibilities of employers and workers for continuing professional development |  |  |  |
| Learning opportunities available to employers and workers, and how these can be used to improve knowledge and practice |  |  |  |
| How to access and use information to support knowledge and best practice relevant to role |  |  |  |
| How to apply learning to practice and transfer knowledge and skills to new situations |  |  |  |
| Why it is important to seek and learn from feedback on practice from children, their families / carers, colleagues and others |  |  |  |
| The principles of reflective practice and why this is important |  |  |  |
| The purpose of supervision and appraisal |  |  |  |
| The role and responsibilities of employers and workers for undertaking supervision and appraisal |  |  |  |
| The use of **reflective practice** in supervision and appraisal |  |  |  |
| The importance of effective supervision, reflective practice and relevant learning opportunities on the well-being of children, their families / carers |  |  |  |
| Areas of work where literacy, numeracy and **digital competency** skills are needed to support professional practice |  |  |  |
| Ways to develop own literacy, numeracy and digital competency skills |  |  |  |
| Ways to develop own Welsh language skills to support the language choice of children within early years and childcare settings and their families / carers |  |  |  |

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| **3.6b Additional AWIFEYCC learning outcomes**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Meet the regulatory and / or workplace requirements around learning and development in your role |  |  |  |
| Actively identify your own learning and support needs, and work with your manager to develop and follow a personal development plan to meet these needs |  |  |  |
| Actively prepare for and contribute to your supervision and appraisal |  |  |  |
| Reflect on your practice to support your professional development |  |  |  |
| Develop the literacy, numeracy and digital competency skills needed to meet the requirements of your role |  |  |  |

## Glossary

**Policies and procedures:** Formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

**Codes of conduct and professional practice:** Should include the NHS Wales *Code of Conduct for Healthcare Support Workers in Wales*, and the *Code of Practice for NHS Wales Employers* and any additional practice guidance issued by either NHS Wales, Social Care Wales or Welsh Government.

**Job description:** Some childcare and early years roles may not have formal job descriptions. They will however have a contract or agreement that sets out how they are expected to carry out their role.

**Others:** Would include colleagues, other workers or professionals and families/carers that individuals may come into contact with when caring for and supporting a child.

**Workplace/setting:** Would be the setting in which care, play, learning and development is provided, such as a day nursery, cylch meithrin, playgroup.

**Reflective practice:** Is being able to reflect on actions and learn from them to improve practice.

**Digital competency:** May also be known as digital literacy or information and communication technology.