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Early Learning and Childcare

National Induction Resource

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Early Learning and Childcare – National Induction Resource

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Introduction

Welcome to your career in Early Learning and Childcare (ELC). You will know that a career in ELC is more than just a job, it is a truly satisfying and rewarding career. Working with children to help nurture their development, and shape and build their worlds, is exceptionally important. As we continue to move towards expanding funded entitlement of ELC to 1140 hours per year, this is a very exciting time to be joining the profession.

The earliest years of life are crucial to a child's development and have a lasting impact on outcomes in health, education and employment opportunities later in life. This is why we are making an unprecedented investment in ELC to support our ambition to give all of our children the best start in life. As well as increasing the entitlement to funded ELC from 600 hours to 1140 hours a year, there is also a renewed emphasis on ensuring that all children have access to a high quality ELC experience which ensures they are supported in all aspects of their early development.

We know that the most important driver of quality in ELC is a dedicated, highly skilled and well-qualified workforce, whose initial training and continued professional learning enables them to fulfil their own potential and equip our young children to do the same. Scotland is already leading the way across the UK in its ambition to have a highly qualified and regulated workforce.

This resource has been developed to support you in your induction to delivering ELC – whether that is funded ELC or ELC that families choose to purchase themselves. It has been developed specifically to support staff working in ELC centres rather than in childminding settings¹. It sets out how you can expect your employer to support you in your new role and includes links to the range of national resources which are available to support you. It has been developed collaboratively with the range of national organisations supporting the profession².

We hope that this resource helps to demonstrate how much we value our well-trained, professional and skilled ELC workforce, and that it supports you to develop in your vital role in giving our children the best possible start. This is of particular significance at this time due to the considerable changes to all aspects of life as a result of the outbreak of Coronavirus.

Plans for the expansion for funded entitlement to 1140 have necessarily been delayed, and the difficult decision taken to suspend the statutory duty on local authorities to provide 1140 hours of ELC from August 2020. This is in cognisance of the fact that much of the work planned was necessarily put on hold, and to allow us to work with partners to address the more immediate impacts on the childcare sector

¹ National Induction support for childminders is available via the Scottish Childminding Association (who offer an induction support programme) and in Your Childminding Journey, a free resource published by the Care Inspectorate, accessed easily online www.childmindingjourney.scot

² ADES Network, Care Inspectorate, Care and Learning Alliance (CALA), Children in Scotland (CiS), Early Years Scotland (EYS), Education Scotland, COSLA, National Day Nurseries Association (NDNA), Scottish Social Services Council (SSSC), Scottish Childminding Association (SCMA)

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arising from the pandemic; principally safeguarding the health and wellbeing of our workforce, children and families.

Scotland's routemap through and out of the crisis sets out a phased approach for moving out of lockdown. Alongside that routemap, we have published a Strategic Framework which sets out the high level plans for the reopening of schools, ELC settings and also wider childcare settings including school aged childcare and childminding.

The Care Inspectorate has also developed 'Key Question 5; Operating an Early Learning and Childcare setting (including out of school care and childminders) during COVID-19'. This is a self-evaluation resource and tool which asks settings to evaluate how well they are supporting children and families during COVID-19, and will be a useful tool during the first month in your setting.

To support our workforce during this challenging time, we have worked with Early Years Scotland to develop a new Team ELC Wellbeing Hub; a website which sets out vital information for the sector on maintaining their wellbeing, and creates opportunities for staff to connect with each other.

We are absolutely committed to the benefits of the expansion and the return to universal 1140 provision for all 3 and 4 year olds and eligible 2 year olds as soon as is possible and once Scotland is through, and out, of the COVID-19 crisis. Full and up to date information regarding Covid-19 and the expansion is available from the Scottish Government webpages.

The Purpose Of The Induction Period

There are some fundamental attributes that we expect from staff entering the Early Learning and Childcare sector. Regardless of the extent and nature of your previous experience, you will have been recruited because you:

- are highly motivated and have a commitment to improving outcomes for children and families;
- demonstrate patience, compassion and a sense of fun and enjoyment in working with young children;
- are eager to learn and understand the need to develop your knowledge and skills;
- demonstrate compassion, warmth and kindness in your interactions with children;
- understand the trust afforded to you in safeguarding children and respect the need for confidentiality; and you
- demonstrate strong personal values, both inside and outside of the work place.

For more on the key attributes that everyone working with children, young people and their families should have, see the 'Common Core of skills, knowledge and values'.

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The purpose of induction is for your employer to build on these attributes and to develop your understanding of the following:

- how to develop trusting relationships with children and their families;
- your role as part of a team and how to develop good communication with children, their families and your colleagues;
- your responsibilities in keeping children safe and who to speak to if you have concerns in relation to a child's wellbeing and particularly to child protection;
- the early learning and childcare policy context, including the background to the increased investment and how we expect this to impact on outcomes for children;
- your responsibility in respect of professional registration with the Scottish Social Services Council (SSSC) and the associated requirements around continuous professional learning and qualifications;
- how to identify and engage with learning opportunities; and
- the codes of practice for social service workers.

Mentoring within your setting

This National Induction Resource has been designed to support both you and your employer in developing the understanding described above. However, it is not the only induction support that will be available to you. Your employer should assign you a mentor – someone to whom you can turn to for advice and support within your ELC setting. This could be your manager or another experienced colleague working alongside you. Section two of this resource sets out some reflective questions that you might like to explore, together with your mentor, over the months ahead. Each setting will also have its own induction procedures and so this list is by no means exhaustive or mandatory. This research also provides an example of an induction checklist that could be used and adapted as a reminder of some of the practical things that you will need to know and find out about during your induction period.

Further support can be sourced from SSSC's comprehensive [Guidance for Mentoring in Childhood Practice](#) which is based on proven, research-based good practice designed to help an organisation's programme to reach its potential and in turn help to support the continuous professional development of its workforce.

Background to our Investment in Early Learning and Childcare

Research shows that attending high quality ELC improves outcomes for children in the early years and gives them important skills and confidence to carry into their schooling. For instance, children who attended high quality settings in Scotland were more likely to show improvements in vocabulary skills between ages 3 and 5. High quality ELC particularly benefits children living in more disadvantaged circumstances and so can make a real difference to closing the poverty-related attainment gap.

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Research also shows us that access to high quality, skilled practitioners is strongly associated with the best outcomes for children, both in terms of cognitive development and health/wellbeing. Again, this is particularly the case for children affected by poverty, who have been shown to make more progress in settings where staff and managers were highly qualified.

It is not just formal qualifications that have been shown to make a difference to children's outcomes. By undertaking continuous professional learning (CPL) you can also strengthen your ability to support children with their development. Experienced and well trained staff have the knowledge and ability to engage, instruct and support children's learning from an early age and have the ability to make a real difference. Access to high quality ELC not only plays an important role in improving outcomes for children, it also has an impact on the wider family. Research shows that affordable and high quality ELC, with an adequate number of hours per week, supports parents in employment. ELC can therefore play an important role in improving the lives of families and lifting them out of poverty. Around one in four children in Scotland lives in poverty, and we are working hard to reduce this through our [Child Poverty Delivery Plan](#).

To ensure that the funded ELC entitlement is delivered in high quality settings, the sector was working towards the introduction of Funding Follows the Child and the underpinning National Standard for all ELC providers, to be delivered alongside the statutory roll-out of the expansion.

Funding Follows the Child is 'provider neutral' and is underpinned by a National Standard that to be a funded provider – regardless of whether they are in the public, private or third sector, or childminders – settings will have to meet. The criteria of the National Standard focuses on what children and their families should expect from their funded entitlement experience. And places choice in parents' and carers' hands. It ensures that families can be reassured that- regardless of where they access their funded entitlement- a high quality service will be delivered.

Important progress has already been made however, due to the impact of COVID-19 delaying the expansion, a new timetable for the full implementation will be set. We have the potential to make a significant impact on outcomes for children. As well as extending the hours of funded ELC, the earlier offer for eligible two year olds will help ensure even more support for those who stand to benefit the most.

'The world in recent months has been extraordinary, with the impact of the pandemic creating unprecedented challenges across the early years sector and beyond. Throughout all these complexities, one aspect that has not changed is our pledge that every child in Scotland has the best start in life.'

High quality early learning and childcare is an important part of that promise for Scotland's children and families.

The vital role of early years staff has been absolutely pivotal during these difficult times, and the sector has clearly demonstrated its unwavering commitment to Scotland's youngest children and their families, despite the challenges many faced themselves.

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It is critical that ELC staff continue to be valued and supported in providing care and high quality experiences for young children in the most creative and nurturing ways, ensuring they continue to feel included, valued and respected.'

Jane Brumpton, Chief Executive, Early Years Scotland

To stay up-to-date with progress with policy developments in ELC more generally, you may want to register with the Knowledge Hub (KHub). The KHub group is facilitated by the Scottish Government to provide an online space for all stakeholders and delivery partners to discuss issues and share knowledge relating to ELC in Scotland, with a particular focus on the commitment to increase the ELC entitlement to 1140 hours. To join the group, please sign up to [Knowledge Hub](#) and then visit the group's [homepage](#), select "Request to join" and complete the relevant information.

Professional Regulation of the Early Years Workforce

Protecting Vulnerable Groups Scheme

As part of your recruitment process for your role in ELC, you will undergo a Disclosure Scotland criminal record check and will have to be a registered member of the Protecting Vulnerable Groups (PVG) Scheme. When someone [applies to join the PVG Scheme](#), Disclosure Scotland carries out criminal record checks and shares the results with individuals and their employers.

The checks will highlight:

- whether you are [barred](#) from regulated work with the workforce that you are seeking to work with
- whether you are under consideration for listing for that type of regulated work
- unspent convictions
- spent convictions for certain offences
- unspent cautions
- if the person is on the sex offenders register
- relevant information from the police force
- prescribed civil orders

A PVG scheme membership lasts forever and is continuously checked unless you decide to leave the scheme. You should keep your record up to date if for example, you change jobs or move house. This means that Disclosure Scotland can contact you quickly if needed and information is sent to the right place.

If Disclosure Scotland are advised of new information which means someone might have become unsuitable to work with children or protected adults, they will tell your employer. More information on the PVG scheme can be found [here](#).

Registering with the Scottish Social Services Council

The Scottish Social Services Council (SSSC) is the regulatory body for social service workers, this includes those working in the ELC profession in day care of children service settings. Those working in childminding services are not required to register by SSSC but are regulated by the Care Inspectorate. Teachers are registered and regulated by the General Teaching Council for Scotland.

You can register with the SSSC only after you have started in your ELC role, and your registration category will reflect the position (role and responsibilities) to which you have been appointed. You will register in one of the following SSSC categories:

- Support worker in a day care of children service
- Practitioner in a day care of children service
- Lead Practitioner/ manager in a day care of children service

The term 'day care of children service' is the collective name for services where support is provided to children during the day. It includes out of school care but does not include a residential element.

To apply for registration you need to complete an application online through MySSSC. In most cases, once you start a role, you have up to 6 months to register however this has been extended to 12 months on a temporary basis in response to Covid-19. If your application isn't approved before then it could affect your capacity to work. There is an annual fee for registering with the SSSC and registration lasts for five years. Before your period of registration expires the SSSC will contact you with information on how to renew your registration. It is important that you renew your registration in order to remain registered.

It can take up to 60 working days for SSSC to process your application and to add your name to the Register. The annual fees for registering with the SSSC can be accessed here.

As part of the registration process, the SSSC check that applicants are of 'good character' by assessing the information you provide within your application for registration and the PVG scheme. When establishing 'good character' the SSSC take into account a range of matters including any current or previous convictions or police charges as well as disciplinary processes, dismissals, resignations etc. More information about the conditions for registration are available on the SSSC website.

SSSC Codes of Practice

The SSSC have developed the 'Codes of Practice for Social Service Workers and Employers' (the Codes of Practice) which set out clear standards for professional conduct and practice that social service workers, including early year workers, must meet in their everyday work.

When you register with the SSSC you must agree to follow the SSSC Codes of Practice for Workers. You are responsible for making sure that your professional practice meets all of the required standards. This includes your practice within work

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as well as your conduct outside of your work. You should familiarise yourself with the Codes of Practice which can be found [here](#). You should do this as soon as possible. SSSC may take action against registered workers if they fail to meet the standards of character, conduct and competence necessary for them to do their job safely and effectively set out in the Codes of Practice.

The Codes of Practice are part of the wider package of legislation, practice standards and employers' policies and procedures that social service workers must meet.

Qualification Requirements

The SSSC also specify the qualifications you must have or be working towards as you progress through your ELC career.

Staff registered with the SSSC as a support worker will be expected to have or to be working towards a relevant Scottish Credit and Qualifications Framework (SCQF) level 6, which is the same level as a Scottish Higher. Staff registered with the SSSC at practitioner level will be expected to have or to be working towards a relevant SCQF level 7 qualification and those registered as manager/lead practitioner will be expected to have or to be working towards a relevant SCQF level 9 qualification (a degree-level qualification).

In response to Covid-19 guidance has been issued for those who are assessing students currently undertaking ELC related qualifications. That guidance, covering SVQs and HNCs, has been posted on the [SSSC website](#).

Qualification Routes

An overview of the different routes to achieving the qualifications for ELC professionals is provided below, but more detail is available on the relevant section of the [SSSC careers website](#), where you can click on each of the routes and find out more about course content, teaching methods, entry requirements and the relative benefits of each route.



(Image: The SSSC careers website has an interactive careers pathway tool, accessible from a range of internet devices.)

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Each of the qualifications have been developed to reflect the National Occupational Standards (NOS) for working in Social Service (Children and Young People). The NOS describe the knowledge, skills and understanding needed to do a particular job to a nationally recognised level of competence. The NOS have been developed by employers, people who use services and other key stakeholders to define the key functions in a job role. They are benchmarks of good practice required in the social service sector and are used across the UK. This means that regardless of which route you take to achieving each of the benchmark levels, the same core skills and learning will be developed. Qualifications may be available as full time, part time or through open learning.

You may have experiences and learning which might be built upon to support you in your learning journey. Your preferred learning provider will be able to help you determine if your experiences and learning, formal or informal, or if any existing indirect qualifications, may be considered through the Recognition of Prior Learning (RPL) and contribute towards achieving your ELC qualification.

Funding For Tuition

Where qualifications are undertaken via an apprenticeship, the costs of the tuition are met directly by the government. For all of the other qualifications you will be expected either to apply for funding to cover the costs of tuition or to self-fund. In some cases, your employer may be willing to meet these costs and so this is worth exploring in the first instance.

Where costs are not covered by your employer, you may be eligible for a **part time funding grant (PTFG) through the Student Awards Agency Scotland**. You will be eligible to apply for this provided that:

- Your course is an SCQF level 7-10 (HNC to degree level including PGDE's)
- You are completing between 30 and 119 SCQF credits (120 SCQF credits for Open University)
- You are studying at a registered Scottish learning provider,
- Your personal income is below £25,000,
- You are not receiving any other type of government funding including ITA (see below) and SAAS full time funding at the same time, and;
- You satisfy the residency conditions.

The PTFG will not affect any course of funding you wish to do at a later date and will not affect any benefits you receive.

You need to have a place on the course first before you can apply for PTFG funding. You have 6 months after your course start date to apply. You can find out the cost of courses and how much funding would be available (if you are eligible) through SAAS from your local college or training provider. A sector specific leaflet setting out full details is available for download [here](#), which includes other helpful hints and tips. If the PTFG does not cover the full cost of the course, you may be able to apply for funding for the top up fee from your local authority. Please contact your local Early Years Team for more information.

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Another source of funding for part-time courses is the **Individual Training Account (ITA)**. Through this route you may be eligible to receive up to £200 towards a single course or training episode per year. You will be eligible for ITA funding if you are:

- Aged 16 or over;
- Not in full time education or involved in any other Skills Development Scotland (SDS) funded programme;
- Unemployed or furloughed and looking to get back into work or employed and earning less than £22,000 per year;
- Resident in Scotland.

For more information, you can visit the [My World of Work](#) which provides a search function for all approved ITA courses, or the [SSSC's careers website](#) which has information about funding in its Frequently Asked Questions page. This source of funding also applies to continuous professional learning (CPL).

Continuous Professional Learning

In addition to staff qualifications, CPL is an essential component of ELC quality. Evidence suggests that good quality CPL helps ensure staff are aware of best practice and continually supported in the workplace. This reduces staff turnover and there is even some evidence that this can have a greater impact on quality than practitioners' initial training and education.

The [SSSC Code of Practice for Social Service Workers](#) requires workers to take responsibility for maintaining and improving their knowledge and skills. During every 5 year registration period the SSSC requires practitioners to complete 60 hours or 10 days of CPL. The amount of training and learning is in days and hours to show that the time does not have to be made up of full days of activity. For the purpose of CPL one day equals six hours.

The SSSC is developing a [new system for CPL](#) which they formally referred to as Post Registration Training and Learning (PRTL). Through the new system you will be able to record learning in a way which suits you, and a MyLearning App will also be available to support this. Whilst it is important that you tell the SSSC about any learning and development you have undertaken, it is equally important that you tell them what you have learned and how this has impacted on your work.

ELC settings have a statutory requirement to ensure that staff engage in appropriate induction and training to undertake their role and this is something that the Care Inspectorate monitor in inspections. Your employers will therefore be able to advise you on relevant CPL for your role and of courses that should be available to you locally.

The Scottish Government, in partnership with the Care Inspectorate, has developed a [Directory of CPL for ELC](#) opportunities to help you to identify and plan your professional learning throughout your career; before, after and while pursuing formal qualifications. The directory is designed to simplify the process for you to identify the full range of flexible, and part-time, learning and development opportunities available, and allow you to search for opportunities by theme and locality.

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We have also developed and launched a suite of free online CPL modules with support from leading partners, with more under development. The courses aim to support learning through the use of forums, interactive video clips, podcasts, online quizzes and live webinars. They are accessible as virtual and distance models, providing flexible and affordable learning for all practitioners. The full suite on modules can be found in the directory or on the [Scottish Government website](#).

In addition, because we know of the benefits of outdoor learning, exercise and play for young children, [Scotland's Outdoor Learning Directory](#) coordinates a number of partners – including Scottish Forestry, Scottish Environmental Protection Agency, Historic Environment Scotland and national parks - to provide a single portal to services supporting outdoor learning. This includes access to a wide range of training opportunities and events. Another particularly useful resource to support more use of the outdoors is [Out To Play](#); a How to Guide which builds on the range of existing publications and provides the important step-by-step, practical advice, designed to be used by childminders, schools and out of school care settings who are looking to utilise local greenspace to enhance children's learning.

Leading Partner Resources

National resources to support your professional learning have also been produced by a range of professional bodies that support the sector.

SSSC

The SSSC hosts a [learning zone](#) which provides a wide range of free learning resources for ELC practitioners. This includes a learning app to help build your understanding of child development, with a mix of essential reference material, information and real world activities to support your practice. Another useful learning app focuses on observing and recording of children's development. Both of these resources can be accessed via your phone or a tablet.

In addition the SSSC has developed [23 Things Leadership](#), designed to help you engage in your own leadership development through bite-size pieces of learning and customise your learning experience according to your needs and interests.

The Care Inspectorate: The Hub

The Care Inspectorate Hub provides a 'one-stop-shop' access to a range of resources aimed at supporting improvement in the social care and social work sectors. This includes:

- A library of good practice guidance
- Information on the latest developments in policy and legislation
- Video based examples of innovative practice
- Toolkits and resources aimed at supporting improvement

There have been a number of resources produced by the Care Inspectorate to support effective practice in early learning and childcare settings. This includes: ['My World Outdoors'](#); ['Out To Play'](#); ['Getting Ready to Read'](#); ['Our Creative Journey'](#);

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‘Space to Grow’; ‘Animal Magic’; ‘Food Matters’ and ‘Gender Equal Play in Early Learning and Childcare’.

Education Scotland

Education Scotland is the Scottish Government executive agency that supports quality and improvement in Scottish education. The National Improvement Hub is a gateway to support resources, Curriculum for Excellence and examples of best practice, relating to early learning and childcare. It aims to support all ELC practitioners, leaders and policy makers with an interest in, or responsibility for, early learning and childcare.

This includes the new national practice guidance for early years in Scotland; Realising the Ambition: Being Me (2020). This key document refreshes and reflects the original principles of the Building the Ambition (2014), incorporating and updating relevant aspects of the previous Pre-Birth to Three guidance. Realising the Ambition: Being Me complements the current policy direction of ELC and early primary education by extending across the child’s learning journey into the early years of primary school.

Early Years Scotland

Early Years Scotland (EYS) is a national membership organisation that offers a range of professional learning opportunities for members and non-members.

The Early Years Scotland Professional Learning Academy (EYS PLA) provides a diverse range of opportunities for CPL. Professional Learning Masterclasses are offered regularly and provide a focused input on a dedicated subject that reflects current professional learning needs within the sector. EYS Professional Learning sessions are accessible to all within the sector, and attendance at all EYS Professional Learning opportunities can be recorded as CPL/ PRTL. Details of all professional learning opportunities can be found on the EYS website within the EYS Professional Learning area. EYS members can access all free/low cost EYS Professional Learning opportunities on their professional learning platform at a discounted rate. More details can be found online.

National Day Nurseries Association (NDNA) Scotland

National Day Nurseries Association (NDNA) is the UK’s national membership organisation for day nurseries. NDNA provide online, face to face and open training opportunities to members to support with professional learning and development. NDNA offer courses in business and management, early years best practice, safeguarding and child protection. There are also a range of course designed specifically for practice in Scotland.

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Care and Learning Alliance (CALA)

Care and Learning Alliance (CALA) is the largest third sector childcare organisation in Highland and Moray. CALA develop and delivers face to face training for practitioners/parents/carers and volunteers in Highland and other areas in Scotland. CALA learning and development offers a range of online learning including practitioner networking and free or low cost e-modules, for example a suite of Child Protection and Healthy Eating related certificated courses. All e-learning courses are open to members and non-members, as is the Practitioner Portal packed with information updates, CPL opportunities and guidance.

In addition to the professional bodies that support the ELC sector, there are other organisations that provide relevant training. The national training directory mentioned above will help you to identify what is available in your area.

Trade Union Membership

The early years profession is supported by a number of trade unions who will look after their members employed in the sector. Trade union members benefit from the strength and security that comes from people working together to tackle problems. Trade unions negotiate with employers on behalf of union members to agree: wages; work rules; complaint procedures; workplace safety; the rules governing hiring and firing; and promotion of workers benefits.

For a small membership fee, unions offer a variety of support to members, for example:

- Providing advice on a range of workplace matters;
- Opportunities to undertake a range of extra learning and training related to the jobs that members do;
- Listening to concerns that members may have at work and providing appropriate advice on how best to resolve them;
- Supporting members to raise concerns with employers and sometimes doing this on their behalf;
- Supporting members through disciplinary and grievance processes should they arise;
- Negotiating agreements with employers on pay and conditions on behalf of members;
- Acting on behalf of and supporting members in the unusual event of redundancy;
- Legal services for you at work and at home, this includes support around professional registration via SSSC;
- Financial assistance and debt advice in times of need;
- Compensation for accidents and injuries at work.

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UNISON

UNISON is Scotland's largest trade union representing workers in the public, private and third sectors including early learning and childcare, schools, colleges and universities.

Voice the Union

Voice represent anyone working in education including Early Years Practitioners.

Educational Institute for Scotland (EIS)

The EIS union represents teachers in all sectors of education in Scotland. You can join this union if you have a teaching qualification and are employed in ELC as a teacher.

NASWUT, the Teachers Union

NASWUT, The Teachers Union represents teachers in Scotland. You can join this union if you have a teaching qualification and are employed in ELC as a teacher.

AHDS (the Association of Heads and Deputes in Scotland)

AHDS is a trade union dedicated to providing a distinct voice for promoted teachers from Scotland's primary, nursery and ASN schools.

SECTION TWO

Reflective Questions To Consider With Your Mentor

Introduction

The aim of this section of the National Induction Resource is to encourage you to reflect on the important role you play in a child's life. It is designed to reinforce your individual responsibility and accountability to help you be the best childcare worker possible, to help you to understand how reflecting on your practice can help improve outcomes for children and how your workplace can support you.

In response to COVID-19 the Care Inspectorate has developed 'Key Question 5; Operating an Early Learning and Childcare setting (including out of school care and childminders) during COVID-19'. This self-evaluation resource and tool should be given particular consideration during your first month in post and may be useful in understanding your service's Covid-19 procedures. It can support you in learning how you will gather information and continually evaluate progress in supporting children and families, and ensuring positive outcomes for them through your implementation of the national guidance for COVID-19.

Throughout your career you will be encouraged to reflect on your practice. This means learning from your everyday experiences and using this to develop your work with children. The reflective questions in this resource should be viewed as a first step in your self-evaluation and personal development process which will continue throughout your career. They are designed to encourage you to reflect on the extent to which you are demonstrating the skills, knowledge and understanding to work with children, young people and families in Scotland.

You should work through these questions with your workplace mentor who can give you advice and support which will help develop your skills and knowledge. They are written to promote discussion about your role in providing quality care and learning for children. Your mentor will work with you and support you in the work place by providing learning opportunities, guidance and role modelling.

Note to mentors

It may take some time to build up a trusting relationship where the new recruit is able to share thoughts, feelings and progression. Take time at the start of this process to plan how this induction process will work for them. Remember each is an individual and will progress at different rates. You should develop your own timetable for this process, particularly for part time workers, or for those with limited previous experience.

The first month should encourage the new recruit to observe practice within the setting, develop confidence in practical skills and get to know procedures within the setting. Encourage them to provide examples from their practice and share your observations of them in practice. This induction should be used in conjunction with the on job guidance and support you will be giving. For each question, encourage the new recruit to reflect on how it affects outcomes for children. We have included

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some suggestions of what may be discussed in order to help you prepare. It is helpful for the new recruit to have a copy or link to the following documents to refer to for more information or for reference: [Building the Ambition](#); [Realising the Ambition](#); the [Health and Social Care Standards](#); [The Common Core](#); the [Continuous Learning Framework](#); and the [SSSC Codes of Practice](#).

To support mentors, useful resources include [Step Into Leadership](#) - which provides a range of mentoring tools to the wider social services sector- and the [SSSC guide to mentoring in ELC](#).

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Reflective Questions

Suggested Timescale	Reflective Questions	Find Out More:	Conversations with your mentor may include:
Within the first month (To be considered in alignment with 'Key Question 5'.)	<p>How do you make children feel welcomed into our setting? What have you observed about how staff welcome children and support them to settle into our setting? How do the children respond to this?</p>	<ul style="list-style-type: none"> • Common Core Essential Characteristics A8 • Building the Ambition page 23 • Health & Social Care Standard 1 • Realising the Ambition Section 2: Starting Strong page 14 	<ul style="list-style-type: none"> • Awareness of the environment of interactions, experiences and spaces
	<p>What do you notice about how the staff create a warm, loving environment through the interactions, experiences and spaces provided for children? Can you describe how you think you can add to this?</p>	<ul style="list-style-type: none"> • Common Core Essential Characteristics A2 • Continuous Learning Framework page 21 • Health & Social Care Standard 1 • Realising the Ambition Section 3: What I need to grow and develop page 23 	<ul style="list-style-type: none"> • Awareness of the environment of interactions, experiences and spaces
	<p>Who do you work directly with and what are their roles? How do you think you can support your colleagues in their work? How does this team work help support children ?</p>	<ul style="list-style-type: none"> • Common Core Essential Characteristics B3 • Health & Social Care Standard 3 • Realising the Ambition Section 3: What I need to grow and develop page 23 	<ul style="list-style-type: none"> • Team structure, team working, responsibilities
	<p>When you are responsible for young children it has been said you have to have “eyes in the back of your head”. What do you notice about how staff position themselves in the learning spaces both outdoors and inside to ensure they are aware of what is going on? What do you think are the benefits to working in this way and what challenges do you notice?</p>	<ul style="list-style-type: none"> • Discuss this with your mentor and other team members • Health & Social Care Standard 1 • Realising the Ambition Section 3: What I need to grow and develop page 23 	<ul style="list-style-type: none"> • Awareness of the environment of interactions, experiences and spaces

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	<p>When working with young children you have to learn when to become involved in their play and when to stand back.</p> <p>You could arrange with your mentor to identify an area of the setting to observe how children play when not directly involving an adult.</p> <p>What do you notice about children’s play experiences when the staff become involved?</p>	<ul style="list-style-type: none"> • <u>Realising the Ambition</u> Section 4: Child’s Work: the importance of play page 44 • And Section 5: Early childhood curriculum and pedagogical leadership page 54 • And diagram on page 64 ‘child-centred pedagogy in practice’ • <u>Health & Social Care Standard 1</u> 	<ul style="list-style-type: none"> • Awareness of the environment of interactions, experiences and spaces • Putting child-centred pedagogy into practice – observations and following the interests of the child
	<p>How confident are you at following the procedures and routines of the day?</p> <p>Think about what you have learnt so far. Discuss with your mentor any routines you may be struggling with or you require more guidance with.</p>	<ul style="list-style-type: none"> • Aim and objectives of our setting • <u>Health & Social Care Standard</u> 	<ul style="list-style-type: none"> • Various policies and procedures relating to the setting
	<p>You will now have been introduced to the Getting It Right For Every Child (known as GIRFEC) approach.</p> <p>Where do you see this being applied within our setting?</p> <p>Can you list the well-being indicators? Can you see how these indicators link to your practice? Are there any that you find more difficult to recognise? If so, discuss this with your mentor.</p>	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics</u> A1, A4 • <u>Realising the Ambition</u> Section 3: What I need to grow and develop page 23 • <u>Health & Social Care Standard 3</u> 	<ul style="list-style-type: none"> • GIRFEC • Putting child-centred pedagogy into practice – planning, observations and documentation • child protection
	<p>Keeping children safe is the responsibility of everyone, regardless of their role. In our setting there is a child protection procedure. Do you know which staff have specific child protection responsibilities?</p>	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics</u> A5,A6,B7 • Our setting’s Child Protection/safeguarding policy • <u>Health & Social Care Standard 3</u> • <u>Continuous Learning Framework</u> page 24 	<ul style="list-style-type: none"> • Child protection/safeguarding policy

End of month reflection

How are you feeling about your role?

Is there any other knowledge, support or advice which you would find useful just now?

Share the experiences and learning you have had this month.

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Suggested Timescale	Reflective Questions	Find Out More:	Conversations with your mentor may include:
Within the second month	<p>How do you feel you are interacting with the children? What are you noticing about how children are responding to you now? Is this different than when you first started? What do you think has made this difference?</p>	<ul style="list-style-type: none"> • Common Core Essential Characteristics A8, A9 • Health & Social Care Standard 1 and 3 • Realising the Ambition Section 3: What I need to grow and develop page 23 • And diagram on page 64 	<ul style="list-style-type: none"> • Adult role • ‘listening with your eyes and ears’ – being responsive and intentional
	<p>Are you aware of the range of resources available and how they may be used by children? How does the range available to the children affect their play?</p>	<ul style="list-style-type: none"> • Common Core Essential Characteristics A5 • Health & Social Care Standard 1 and 5 • Realising the Ambition Section 6: Putting pedagogy into practice 	<ul style="list-style-type: none"> • The learning environment in terms of experiences and outdoor/indoor spaces • Loose parts • Open-ended possibilities
	<p>How do you think your own moods and feelings could affect the care you provide? Have you picked up any tips or techniques to ensure children are not affected by the different emotions of staff.</p>	<ul style="list-style-type: none"> • Common Core Essential Characteristics A2 • Health & Social Care Standard 3 • Continuous Learning Framework page 32 • Realising the Ambition page 42 – an important note about being you 	<ul style="list-style-type: none"> • Self-awareness, reflective practice, peer support/feedback, self-care
	<p>What do you understand about children’s rights? What information can you find to help support you in your work? What information and resources are appropriate for the age group of children you work with. How might you use this learning to support respectful relationships with children?</p>	<ul style="list-style-type: none"> • Common Core Essential Characteristics A8,A9,A10 • Health & Social Care Standard 2 • The Children and Young People’s Commissioner Scotland; • Realising the Ambition 	<ul style="list-style-type: none"> • United Nations Convention on the Rights of the Child, Children’s voice - engagement and involvement, planning procedures

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		Section 7 – What does high quality practice look like? page 80	
	How do you contribute to our team? How do your contributions help support children?	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics B3</u> • <u>Health & Social Care Standard 3</u> 	<ul style="list-style-type: none"> • Team work, team structure
	Making links between their home and our setting is very important for young children. Working with parents as partners is key. What do you think parents would like to know about their child's day? How do you find out what they are actually looking for? What opportunities are there for sharing this information with parents and carers within our setting?	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics A10</u> • <u>Realising the Ambition 5.4 Leading through learning together with families page 59</u> • And Section 8 – Transitions matter – to me page 88 • <u>Health & Social Care Standard 1</u> 	<ul style="list-style-type: none"> • Parental engagement and involvement policy, reporting procedures, sharing information
	Knowing how and when to share information is an essential part of delivering better services for children and young people. What are you learning about how colleagues use information to support children's well-being? What would you do if you were worried about a child?	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics A5,A6,A7,B7</u> • <u>Health & Social Care Standard 4</u> 	<ul style="list-style-type: none"> • GIRFEC • Child Protection • Confidentiality and information sharing
	Last month we asked you to identify any aspects of GIRFEC or SHANARRI that you were finding more difficult to recognise in the setting. How confident are you now with this approach? How have you used this approach to support the children you work with?	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics A5,A6,A7,B7</u> • <u>Health & Social Care Standard 1</u> • <u>Realising the Ambition Section 3.4 Doing the right thing for me page 37</u> 	<ul style="list-style-type: none"> • GIRFEC, planning, child well being

End of month reflection

How are you feeling about your role?

Is there any other knowledge, support or advice which you would find useful just now?

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Suggested Timescale	Reflective Questions	Find Out More:	Conversations with your mentor may include:
Within the third month	<p>When looking after young children and babies it is important that you understand how to safely and sensitively deliver personal care. What have you learned about the approach in our setting?</p> <p>How might children be affected if you don't follow best practice when supporting personal care routines?</p>	<ul style="list-style-type: none"> • Common Core Essential Characteristics A5 • Health & Social Care Standard 1 • Nappy changing facilities for early learning and childcare services: information to support improvement • Infection Prevention & Control in childcare settings • How to Change Your Baby's Nappy 	<ul style="list-style-type: none"> • Infection Control, nappy changing/disposal, toileting, hand washing etc.
	<p>Snack and meal times are so important when caring for babies and young children. Are you confident you know the routine within our setting for supporting children's mealtime experiences? This may also include working with babies who receive formula or are breast fed. Observe children at meal or snack time. What do you notice about how staff interact when they are supporting children?</p>	<ul style="list-style-type: none"> • Common Core Essential Characteristics A5, A8 • Health & Social Care Standard 1 • Food Matters • Setting the Table • Realising the Ambition – the significance of snack and mealtimes to learning and development page 57-58 	<ul style="list-style-type: none"> • Snack/meal time procedures, health and well-being, nutritional guidance • Interactions, experiences, spaces
	<p>Children's sleep routines within our setting vary across the different age groups. How confident are you at settling children to sleep or rest safely?</p> <p>What do you notice about children when they are becoming over tired?</p>	<ul style="list-style-type: none"> • Common Core Essential Characteristics A5, A7 • Health & Social Care Standard 1 • Reduce the Risks of Cot Death 	<ul style="list-style-type: none"> • Sleep routines, health and safety,
	<p>Can you give any examples of any child centred practice you have seen or experienced? Why do you think it is important for children to be actively</p>	<ul style="list-style-type: none"> • Common Core Essential Characteristics A8 • Health & Social Care Standard 1 	<ul style="list-style-type: none"> • Planning, observations, documentation self-awareness, communication

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	involved in the planning process?		
	Sometimes we notice things that are “not quite right” Who would you go to for support if you were worried about a child?	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics B7</u> • <u>Health & Social Care Standard 3</u> • <u>Realising the Ambition Section 3 – what I need to grow and develop page 23</u> 	<ul style="list-style-type: none"> • Child protection, reporting concerns
	Are you aware of the regulatory bodies and what their roles are?	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics B4, B5</u> • <u>Health & Social Care Standard 4</u> • <u>Realising the Ambition External Scrutiny – page 86</u> 	<ul style="list-style-type: none"> • Care Inspectorate • SSSC • Education Scotland • Settings Policies and procedures
	How are you developing your relationships with parents and carers? Are you finding any of these relationships difficult or challenging? Why do you think this is?	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics A1,A2</u> • <u>Health & Social Care Standard 3</u> • <u>Realising the Ambition 5.4 Leading through learning together with families page 59</u> 	<ul style="list-style-type: none"> • Parental involvement and engagement, dealing with conflict

End of month reflection

How are you feeling about your role?

Is there any other knowledge, support or advice which you would find useful just now?

Share the experiences and learning you have had this month.

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Suggested Timescale	Reflective Questions	Find Out More:	Conversations with your mentor may include:
Within the fourth month	Effective team working is crucial in our work with children, but sometimes we can experience difficulties with this. Have you had any difficulties interacting or communicating with any of the team? If not, what would you do if you felt the team was not working effectively?	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics</u> B3 • <u>Health & Social Care Standard</u> 3 and 4 • <u>Continuous Learning Framework</u> pages 24,25,32 	<ul style="list-style-type: none"> • Team working, roles and responsibilities, communication methods, self-awareness, confidentiality
	Early relationships between children and parents/carers are extremely important for the developing child. What do you understand by the term “attachment”? How does this understanding help inform your practice?	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics</u> A5, A7 • <u>Realising the Ambition Attachment</u> – page 32 • <u>Health & Social Care Standard</u> 1 • <u>Pre Birth</u> – Three pages 35 - 38 	<ul style="list-style-type: none"> • Key worker system, communication with parents, child development
	What is your understanding of the role of the key worker in our setting?	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics</u> B3 B4 • <u>Health & Social Care Standard</u> 1 • <u>Realising the Ambition Doing the right thing for me</u> page 37 	<ul style="list-style-type: none"> • Key worker system, communication with parents, child development
	Part of your role within our setting will be to support children’s development. What have you observed about how we assess and record children’s development? Arrange with your mentor opportunities to observe and meaningfully document children’s learning and development and discuss what you have learnt.	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics</u> A4 • <u>Realising the Ambition Section 6</u> – putting pedagogy into practice page 62 • <u>Health & Social Care Standard</u> 1 • <u>Pre Birth</u> – Three pages 43 – 48 • <u>Observing Children</u> 	<ul style="list-style-type: none"> • Observation and assessment procedures, documentation consent from parents/carers, confidentiality, child development
	You will now have met the parents and carers of the children you regularly work with. What strengths do you think you have when communicating with parents? What can you do to build your	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics</u> B2,B7,B9,10 • <u>Health & Social Care Standard</u> 3 • <u>Continuous Learning Framework</u> page 21 	<ul style="list-style-type: none"> • communication with parents,

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	skills in communicating with parents and carers?	<ul style="list-style-type: none"> • <u>Realising the Ambition 5.4 Leading through learning together with families</u> page 59 	
	Have you experienced any difficulties with parents or carers? Can you describe what happened, how you felt and if you could have done anything differently?	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics B1 B2</u> • <u>Health & Social Care Standard 3</u> • <u>Continuous Learning Framework</u> pages 21,24,25 	<ul style="list-style-type: none"> • communication with parents,
	Sometimes children may need additional help or support. What is your understanding of the other professionals who work with our setting and their roles?	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics B1,B6</u> • <u>Health & Social Care Standard 3</u> • <u>Realising the Ambition 5.4 Leading through learning together with families</u> page 59 • <u>Continuous Learning Framework</u> pages 21,22,33 	<ul style="list-style-type: none"> • Additional Support Needs, other professionals, confidentiality
	What do you think are the benefits of outdoor play and learning, for children and for staff? ? How do you feel about being outdoors with the children?	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics A5 A7</u> • <u>Health & Social Care Standard 1,5</u> • <u>Realising the Ambition The unique role of outdoor play – page 54</u> 	<ul style="list-style-type: none"> • Outdoor play, health and wellbeing teamwork

End of month reflection

How are you feeling about your role?

Is there any other knowledge, support or advice which you would find useful just now?

Share the experiences and learning you have had this month.

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Suggested Timescale	Reflective Questions	Find Out More:	Conversations with your mentor may include:
Within the fifth month	<p>Reflecting on your time with us so far, what skills and qualities do you bring to our team? Would you say you have any skills which are currently not being used?</p>	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics</u> B3 • <u>Health & Social Care Standard</u> 3, 4 • <u>Continuous Learning Framework</u> page 23 	<ul style="list-style-type: none"> • Team working, roles and responsibilities, self-awareness,
	<p>What transitions do the children you work with go through? How can you help support children through these transitions?</p>	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics</u> A5,A8,A9,A10 • <u>Health & Social Care Standard</u> 1,2,3 • <u>Realising the Ambition</u> Section 8 Transitions matter: to me page 88 	<ul style="list-style-type: none"> • Key worker system, communication with parents, child development • Vertical and horizontal transitions
	<p>Children need to and want to take risks when they play. How do you feel about enabling and encouraging children to take risks?</p>	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics</u> A5, B8 • <u>Health & Social Care Standard</u> 1 • <u>Realising the Ambition</u> Section 3 What I need to grow and develop • <u>Positive Approach to Risk in Play</u> 	<ul style="list-style-type: none"> • Risk and Challenge • Risk assessment • Risk/benefit analysis • Parents views
	<p>Are you confident you know what information you need to share about a child (and who with) and what must be kept confidential?</p>	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics</u> A4,B5 • <u>Health & Social Care Standard</u> 3 	<ul style="list-style-type: none"> • Confidentiality, data protection, child protection
	<p>How do you think the needs of children will be influenced by their environment, background and circumstances? How might you need to adapt your behaviour and actions as a result of this?</p>	<ul style="list-style-type: none"> • <u>Common Core Essential Characteristics</u> A,A2 • <u>Health & Social Care Standard</u> 1 • <u>Realising the Ambition</u> Section 3 What I need to grow and develop • <u>Realising the Ambition</u> The impact of conscious & unconscious gender bias page 41 • <u>Realising the Ambition</u> Adversity and Trauma page 39 	<ul style="list-style-type: none"> • Child development, confidentiality, self-awareness, social awareness • Conscious and unconscious bias • Adversity and trauma • Impact of poverty

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	<p>You should now have had an opportunity to undertake some observations of children's development. How confident are you undertaking observations of children and documenting this in a meaningful way? What other information do you think you need?</p>	<ul style="list-style-type: none">• <u>Common Core Essential Characteristics</u> A5• <u>Health & Social Care Standard</u> 1,3• <u>Child Development</u> SSSC• <u>Observing children</u> SSSC• <u>Realising the Ambition</u> Section 6 Putting pedagogy into practice	<ul style="list-style-type: none">• Child development, recording of assessments, documentation information sharing
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End of month reflection

How are you feeling about your role?
Is there any other knowledge, support or advice which you would find useful just now?
Share the experiences and learning you have had this month.

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Suggested Timescale	Reflective Questions	Find Out More:	Conversations with your mentor may include:
Within the sixth month	<p>Do you notice any differences in the way you treat individual children? Why do you think this is? How do you ensure you are treating them fairly whilst responding to their individual needs?</p>	<ul style="list-style-type: none"> • <u>Realising the Ambition</u> Section 3 What I need to grow and develop 	<ul style="list-style-type: none"> • Individual needs of children • Additional Support Needs • Equality legislation • Personal Plans
	<p>Can you identify any children or families with whom you don't yet feel confident interacting with? Why do you think this is, and what do you think you need to change or adapt to enable a more positive relationship?</p>	<ul style="list-style-type: none"> • <u>Realising the Ambition</u> 5.4 Leading through learning together with families page 59 	<ul style="list-style-type: none"> • Working with parents/carers • Equality • Reflective practice
	<p>In your first month we talked about how you create a warm, loving environment through the interactions, experiences and spaces we provide for children. What do you do that shows children that you love and care for them?</p>	<ul style="list-style-type: none"> • <u>Health & Social Care Standard 1 and 3</u> • <u>Realising the Ambition</u> Section 7 Ensuring quality through critically reflective practice 	<ul style="list-style-type: none"> • Reflective practice • Professional conduct
	<p>In the early years, children begin to learn about gender roles and expectations, and will pick up messages about what is perceived as 'normal' for boys and girls. They are influenced by their environment and the adults around them. Avoiding gender stereotypes will help to ensure that children do not feel limited and restricted in what they can do as they grow into adults. (Stereotypes are based on an assumption that all boys will be the same and like the same things, and all girls will be the same and like the same things.)</p> <p>What are your own values and belief systems in</p>	<ul style="list-style-type: none"> • <u>Gender Equal Play in Early Learning and Childcare</u>. Care Inspectorate. • <u>Gender Stereotypes: an introduction for practitioners in schools and early learning centres</u>. Education Scotland. • <u>Realising the Ambition</u> The impact of conscious and unconscious gender bias page 41 	<ul style="list-style-type: none"> • Resources, staff attitudes,

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	<p>relation to gender? How might these influence the way you interact with boys and girls? How can you promote and strengthen gender equality in your practice?</p>		
	<p>What do you think are the aspects which make up high quality early learning and care?</p>	<ul style="list-style-type: none"> • <u>Health & Social Care Standard</u> • <u>How Good is Our Early Learning and Childcare</u> 	
	<p>What conduct and behaviour can children and their families expect of you?</p>	<ul style="list-style-type: none"> • <u>SSSC Codes of Conduct</u> • <u>Realising the Ambition</u> Section 7 Ensuring quality through critically reflective practice 	

End of month reflection

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Induction Planning And Tracking Checklist

Induction Planning And Tracking	Date Completed
<u>Introduction to the setting</u>	
I have been shown around the premises and know my way around the building.	
I have asked my manager if there is a local induction pack.	
I am aware of the Fire Safety and Evacuation policy and location of fire exits.	
I know where the staff room is located and where to place my belongings.	
I know where the staff toilet facilities are located.	
I know not to answer the door or entry system, until I am familiar with all parents/carers.	
I know the procedure for answering the door to a visitor.	
I know about my break entitlements.	
I understand to whom I will be answerable, and who will be duty manager on each shift.	
I know who my mentor is and that I can ask them about anything I need support with.	
I know the procedure for answering the phone and taking a message.	
I know when my wages will be paid .	
The staff roster has been explained to me.	
I know where staff information is displayed.	
I understand what I should wear to work.	
I am aware of and understand the local policies that I must adhere to.	
If I have a probationary period I know when my probation review is due to be completed.	
I understand that a staff record file will be kept by the manager and I am able to see my own file at any time.	

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I know I will be given an appraisal at least annually.	
I know the absence procedure for contacting the manger if I am unwell or unable to work.	
I have received a copy of my contract of employment.	
I have received a job description and I understand fully what is expected of me.	
I understand that I can speak to a member of the management team, if I am unsure of anything or have any questions.	
I am aware of my holiday entitlement and procedure to request time off.	
I am aware that I will be regularly monitored and supervised.	
I am aware that I am responsible for recording my own continuous professional learning (CPL).	
I know I must register with the SSSC within 6 months of starting my role.	
<u>My Responsibilities</u>	
I have read, digested and understood Covid-19 guidelines, policies, and procedures as appropriate.	
I have read the Health and Social Care Standards, my support, my life and will use these to guide my practice.	
I have read the SSSC Codes of Practice and will use these to guide my practice.	
I am aware of the complaints procedure and whistle blowing policy and where to find them.	
I know to share any information given by a parent and how to record it.	
I know what to do if I have a child protection concern.	
I am aware of and understand Getting It Right for Every Child (GIRFEC), and SHANARRI wellbeing indicators.	
I know how to record and document observations.	
I understand the key worker system.	
I know how to keep children's records.	

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I know what cleaning duties are expected of me and where to record their completion.	
I have reviewed the settings risk assessments and I can complete risk assessments if required.	
I know to contact the duty manager immediately if I suspect a child is unwell.	
I know the correct procedure for recording an accident or incident.	
I know to refer a medicine request to a duty manager or supervisor.	
I know to mark the register when a child arrives and leaves with a parent/guardian.	
I know I must wear protective apron and gloves when dealing with bodily fluids.	
I know where stock is kept and the procedure for requesting stock.	
I know play spaces both indoors and outdoors need to be continually cleaned, tidied and maintained by staff at appropriate and agreed times and understand I have a role to play in this.	
I know to greet children and parents with a warm welcome and a big smile.	
I will always consider my body language and how the children will perceive me.	
I understand the confidentiality policy and know that a breach of this may result in a disciplinary procedure.	
I know I must never smoke in clothes which come in contact with the children.	
I know where to find allergy notices.	
I know where to find menus.	
I am aware of the social networking policy.	
I am aware of the setting's policy for mobile phone use associated with working in the setting.	
I know that peer observations are carried out throughout the nursery.	
I understand the recycling procedures in place.	
I know what to do to prevent a child from choking and how to deal with it should it happen.	
I know who the first aiders are and the first aid box locations.	
I know who the health and safety officer is and how to report maintenance issues.	

Glossary Of Terms

Acronyms

ELC	Early Learning and Childcare
SSSC	Scottish Social Services Council
KHub	Knowledge Hub
PVG	Protecting Vulnerable Groups
MySSSC	Online registration for SSSC
SCQF	Scottish Credit and Qualifications Framework
NOS	National Occupational Standards
PTFG	Part time funding grant
SAAS	Student Awards Agency Scotland
ITA	Individual Training Account
CPL	Continuous professional Learning
PRTL	Post Registration Training and Learning
EYS	Early Years Scotland
NDNA	National Day Nurseries Association
CALA	Care and Learning Alliance
AHDS	Association of Heads and Deputes in Scotland

Additional Support Needs (ASN)

All children and young people need support to help them learn. Through good quality learning and teaching, staff in early learning and child care settings and schools are able to meet a diverse range of needs without additional support. Some children and young people will require support that is additional to, or different from, that received by children or young people of the same age to ensure they benefit from education, whether early learning, school or preparation for life after school. There are many reasons why children and young people may need support to help them learn. Additional support needs can be both long- and short-term, or can simply refer to the help a child or young person needs in getting through a difficult period.

Care Standards for Scotland Health and Social Care Standards

Scottish Ministers developed the 'Health and Social Care Standards My support, my life' to ensure everyone in Scotland receives the same high quality of care no matter where they live. The Standards explain what you can expect from any care service you use, written from the point of view of the person using the service. They also help you raise concerns or complaints. There are six main principles behind the Standards: Dignity, Privacy, Choice, Safety, Realising Potential and Equality and Diversity

Child's Voice Involving children in making sensible choices about their own learning by helping them to plan and evaluate their own experiences. Encourage children to think and solve problems for themselves and support/scaffold where necessary. Give every child time to come to a satisfying conclusion from their experiences and take time to discuss this together.

Early Learning and Childcare – National Induction Resource

Getting it right for every child (GIRFEC)

GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s) to work in partnership with the services that can help them.

Mentorship

A mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person.

Modern Apprenticeship

A modern apprenticeship (MA) is a job which lets an individual earn a wage and gain an industry experience

Progression

When children build on previous learning and improve their knowledge and understanding through all areas of the curriculum.

Scottish Credit and Qualification Framework (SCQF)

The SCQF (Scottish Credit and Qualification Framework) helps education and training providers of all kinds to identify the level that has been studied in a particular subject

SHANARRI Wellbeing Indicators

Wellbeing sits at the heart of the GIRFEC approach and reflects the need to tailor the support and help that children, young people and their parents are. The wellbeing indicators are; Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible & Included and are sometimes referred to as the SHANARRI well-being indicators. The aim of GIRFEC is to improve outcomes for all children by placing the Child at the Center of thinking, planning and interactions.

Scottish Vocational Qualification (SVQ)

Scottish Vocational Qualifications (SVQs) are based upon national standards and provide evidence that learners can do their jobs well. Studied in the workplace, in college or with training providers, SVQs are available in many subject areas.



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