

# **Early Learning and Childcare – National Induction Resource**

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## Section One

### 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, support their learning, and shape positive futures is exceptionally important. As we have expanded the funded entitlement of ELC to 1140 hours per year from August 2021, this is a very exciting time to be joining the profession, playing a key role in the delivery of the expansion to families.

The earliest years of life are crucial to a child's learning and development and have a lasting impact on outcomes in health, education and employment opportunities later in life. This is why we have made 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, we have also placed a renewed emphasis on ensuring that all children have access to a high quality ELC experience; ensuring they are supported in all aspects of their early learning and development.

[Realising the Ambition – Being Me](#) explains that the early childhood curriculum is holistic. It values children and early childhood. From the age of three, Scotland's Curriculum for Excellence provides children and young people with a Broad General Education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities;
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world; and
- enable children and young people to be democratic citizens and active shapers of that world.

We know that the most important driver of quality provision 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, and this resource has been developed to support you in your induction to delivering ELC – whether that is funded ELC or ELC that families purchase themselves. It has been developed specifically to support staff working in ELC centres rather than in childminding settings<sup>1</sup>, and sets out how you can expect your employer to support you in your new role. The resource also provides links to the suite of national resources which are

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<sup>1</sup> [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](http://www.childmindingjourney.scot)

available to support you, and has been developed collaboratively with the range of national organisations supporting the profession<sup>1</sup>.

We hope that this resource helps to demonstrate how much we value our ELC workforce, and that it supports you to develop in your vital role of supporting our children to have the best possible start. This is of particular significance at this time as we continue to move forward and address the impacts of the COVID-19 pandemic. All children, young people and their families have been impacted by the pandemic, but it has not affected everyone equally. We know that there is a greater impact on families with low-incomes and evidence<sup>2</sup> is emerging which suggests that children under the age of five have been most affected. Specific [ELC guidance](#) is available for the continued safe operation of providers and staff, including links to further resources.

We know that the workforce is working really hard to support children and their families, and to provide safe and nurturing settings. As a new member of staff, it is important that you understand how to support the safe care of children when there are competing pressures. Additional reflection questions in section two of this document can help you to consider safety and risk assessment as a key part of your role. [The Care Inspectorate Quality Framework for Daycare of Children, Childminding, and School Aged Childcare](#) also contains a range of quality illustrations to support high quality, safe environments for children (more information about this is included in the Leadership section of this resource). A key aspect of supporting children's emotional attachment within the setting- particularly important following the pandemic- is family involvement. Ensuring parents and children are welcomed into the setting together and that families are able to share children's experiences in person as well as virtually, will support positive and effective relationships.

To further support our workforce, we have worked with Early Years Scotland to develop the [Team ELC Wellbeing Hub](#); a resource which sets out vital information for the sector on maintaining their wellbeing, and creates opportunities for staff to connect with each other and experts. The Wellbeing Hub has been accompanied by a series of online events which provided practical advice in the shape of a self-care toolkit. We'd encourage everyone to have a look at the recordings of previous events, which have been posted on the [Wellbeing Hub](#).

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<sup>1</sup> 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)

<sup>2</sup> [COVID-19 Early Years Resilience and Impact Survey - report 4 final findings \(publichealthscotland.scot\)](#)

## Our Investment in Early Learning and Childcare

A range of research shows that attending high quality ELC improves outcomes for children. For instance, children who attended high quality settings in Scotland were more likely to show improvements in expressive vocabulary between ages three and five. 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.

Tackling child poverty is a national mission for Scotland and ELC has a key role to play in helping parents to access and progress in the labour market. Investment in ELC is one of a range of measures set out in our [tackling child poverty delivery plan](#), helping to reduce child poverty in Scotland.

Research<sup>1</sup> also shows us that access to a mix of high quality, skilled professionals is strongly associated with improved outcomes for children. This is both in terms of cognitive development and health and wellbeing.

It is not just the formal qualifications of staff 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's learning and development.

The benefits of access to high quality ELC go beyond improving lifelong outcomes for children; it also has a direct impact on the wider family and in tackling child poverty. Research shows that affordable, flexible and high quality ELC, with an adequate number of hours per week, supports parents to increase their earned incomes by facilitating access to training, learning and paid employment. ELC providers, holding a trusted relationship with parents, can also play a key role in making parents aware of other support available to them – including money advice and other local services.

[Funding Follows the Child](#) is the policy framework that supports the delivery of ELC and ensures that the funded ELC entitlement is delivered in high quality settings. Funding Follows the Child is a 'provider neutral' approach which is underpinned by a National Standard that all services – regardless of whether they are in the public, private or third sector, or are childminders – will have to meet in order to be able to offer the funded ELC entitlement for eligible families in Scotland. For families this means that they will be able to access high quality funded ELC with the provider of their choice – if that provider meets the criteria set out in the National Standard, wishes to deliver the funded entitlement, has a space available and is in contract with their local authority to deliver the funded hours. The criteria of the National Standard focuses on what children and their families should expect from their funded entitlement experience and ensures that a high quality service will be delivered.

In recognition of the impact of the COVID-19 pandemic, Funding Follows the Child and the National Standard for early learning and childcare (ELC) is currently subject to [Interim](#)

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<sup>1</sup> ([Rapid evidence review: Childcare quality & children's outcomes - Publications - Public Health Scotland](#))

[Guidance](#)<sup>1</sup>, which allows local authorities to apply flexibilities to a small number of criteria in the National Standard.

From August 2014 the offer of funded ELC was expanded to include a targeted offer for eligible two year olds.<sup>2</sup> We have now set out our ambition to provide funded early learning and childcare to all one and two year olds, starting in the course of this Parliament with those children and families who will benefit most.

### **Further Investments**

In 2022/23 we began work towards this ambition, with a focus on research and engagement. We will work with families, the early learning sector and academic experts to design how the new offer can be support children and families and to ensure families' lived experience is reflected in the offer. We also want to learn from the implementation of 1140 and hear from stakeholders about opportunities and challenges around the new offer.

We know that the needs of children under two differ from those aged three and four and we will be guided by what the evidence tells us about what is best for children and families depending on the age and stage of the child.

We are also committed to building a system of school age childcare, offering care before and after school and in the holidays, and supporting parents – particularly on low incomes – to have secure and stable employment. This offer will also reduce inequalities in children's access to play and activities round about the school day, particularly for those children who may benefit most.

As we progress these commitments and embed the benefits of the 1140 expansion, it is crucial that our ELC workforce is supported. We are in the initial stages of developing a Strategic Framework for Scotland's Early Learning and School-Aged Childcare Profession, aiming to ensure that we have a thriving childcare sector, capable of meeting existing and future commitments, whilst delivering high quality ELC. As the Strategy develops we will continue to work with sector representatives to explore a range of issues and ambitions in order to ensure our childcare sector is supported and empowered to flourish.

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<sup>1</sup> [Funding Follows the Child and the National Standard for Early Learning and Childcare Providers: interim guidance - update - gov.scot \(www.gov.scot\)](#)

<sup>2</sup> [ELC for two year old children - Early education and care - gov.scot \(www.gov.scot\)](#)

## Purpose of the Induction Period

There are some fundamental attributes that we expect from staff entering the ELC 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;
- consistently show your interest, enthusiasm, and enjoyment in working with young children;
- are eager to learn and understand the need to develop your knowledge and skills;
- demonstrate patience, 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](#)'.

The purpose of induction is for you, with your employer's support, to build on these attributes and to develop your understanding of the following:

- how to develop trusting relationships with children and their families to support learning and development;
- your role as part of a team and how to develop good communication with 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 safeguarding;
- 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 responsibilities in respect of professional registration with the Scottish Social Services Council (SSSC) or the General Teaching Council for Scotland (GTCS), and the associated requirements around Continuous Professional Learning (CPL) and qualifications;
- how to identify and engage with learning opportunities; and
- the codes of practice for social service workers or teachers.

## 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 resource 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 effective practice. It is designed to help an organisation's programme to reach its potential and in turn, help to support the continuous professional learning and development of its workforce.

## Professional Regulation Of The 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 in the role you have applied for
- whether you are under consideration for listing for that type of regulated work
- unspent convictions
- spent convictions for certain offences
- unspent cautions
- if you are on the sex offenders register
- relevant information from the police
- prescribed civil orders

A PVG scheme membership lasts forever and is continuously checked unless you decide to leave the scheme (for example, if you stop doing “regulated work”). 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. You can find out how to [manage your PVG membership details on the Disclosure Scotland website](#).

If Disclosure Scotland are advised of new information which means you 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 (other than teachers). 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 (GTCS).

You must register with the SSSC, however, only after you have started in your ELC role. 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 residential care.

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. If your application isn't approved within the time limit it could affect your ability 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 3 months for SSSC to process and approve your application and to add your name to the Register. The [annual fees for registering with the SSSC can be accessed online](#).

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 years 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 as well as your conduct outside of your work. You should familiarise yourself with the Codes of Practice 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 as 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 specify the [qualifications you must already have, or be working towards obtaining](#), as you progress through your ELC career.

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

Details of the different routes to achieving the qualifications for ELC professionals are available on the [SSSC careers website](#), where you can click on each route and find out more about course content, teaching methods, entry requirements and relative benefits of each route.



*(Image shows an internet device displaying the SSSC interactive careers pathway tool, available from the SSSC careers website and accessible from a range of devices)*

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 effective 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

As detailed in the section above, there are different routes to achieving the required qualifications for ELC professionals, which can include apprenticeships. If you are undertaking qualifications via an apprenticeship, the costs of the tuition are met directly by Skills Development Scotland. The total amount of funding depends on the type of apprenticeship, qualification level and age of the apprentice. Further information about apprenticeships and funding can be found on the [Apprenticeships.Scot website](#).

For all of the other qualifications you may undertake, 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.

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

- Your course is an SCQF level 7-10 (HNC to degree level including PGDEs);
- You are completing between 30-119 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 Individual Training Account (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 authority for more information.

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 career 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 effective practice and are continually supported in the workplace. This reduces staff turnover and there is some evidence that this can have more impact on quality than a professional's 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.

ELC settings have a statutory requirement to ensure that staff engage in appropriate induction and training to undertake their role; 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.

We have developed and launched a [suite of free online CPL modules](#) with support from leading partners. The courses were specifically developed to address professional learning needs identified in the [Quality Action Plan](#) and aim to support learning through the use of forums, interactive video clips, podcasts, online quizzes and webinars. They are accessible as virtual and distance models, providing flexible and affordable learning for all professionals.

The Scottish Government, in partnership with the Care Inspectorate, has also 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.

The [SSSC has a free smartphone-based app called Mylearning](#). Through this system you will be able to record learning in a way which suits you. 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.

You can also access resources, information and support for your practice through Education Scotland's [National Improvement Hub](#) and the [Care Inspectorate's Hub](#).

## Outdoor Learning

In addition, as outdoor play and learning is an integral, every day, part of ELC in Scotland and a fundamental part of growing up in Scotland. [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 on utilise local outdoor space to enhance children's learning. Three additional [Out to Play chapters](#) for: childminding settings; out of school care providers; and practitioners supporting children with additional support needs were published in March 2021.

## Additional Support Needs

All children and young people need support to help them learn and the nature of the support needed will be different for every individual child. ELC practitioners are in a unique and important position to influence children's development, and have the capacity to create environments that encourage equality and inclusion from the early stages. ['Building confidence in identifying and responding to additional support needs'](#) is a free online CPL module that provides focused learning on how to support children with additional support needs and their families.

Further resources that you may find useful when working with children and families with additional support needs include:

[Enquire – A factsheet about Additional Support for Learning in Early Years Scottish Commission for People with Learning Disabilities](#)  
[Wakelet – A toolkit for Autism](#)

## Sharing Practice and Networking

To stay up-to-date with progress with policy developments in ELC and network with likeminded professionals, you may also want to register with the Knowledge Hub (KHub). Facilitated by Scottish Government, this provides an online space to discuss issues and share knowledge relating to ELC in Scotland. 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.

## Leadership at All Levels

Highly effective leadership is essential to ensure high quality practice which meets the needs of our children and young people. ELC professionals at every level, and in all forms of ELC provision, have a role to play in this.

Whether you are responsible for heading up a setting, managing a team, or supporting the development of the children in your setting, it is important that you have a clear recognition of what is meant by 'highly effective leadership', what this looks like in practice for you and your setting, and how it can be continuously improved.

We know that when an organisation supports a culture for the development of leadership at all levels - often referred to as distributed leadership - outcomes for people who use services are improved. By enhancing your leadership knowledge and skills, you can empower your colleagues and work more effectively to support positive life outcomes for children and their families. Strong leaders are able to build and sustain relationships, encourage and motivate staff, improve understanding and skills sets, confidently manage change, and much more.

This section of the resource has been developed specifically to aid those staff at the early stages of the leadership journey; to guide you in recognising leadership qualities in the workplace and to support effective practice day to day. Separate guidance is also currently being developed for those ELC professionals looking to progress or refresh their skills and knowledge.

### Defining Leadership

Whilst managerial responsibilities relate to the operational implementation and maintenance of practices and systems, leadership is enabling yourself – and supporting others - to enhance abilities to achieve goals. In ELC, this means creating and being part of a culture where professionals deliver improved outcomes for children and their families.

The SSSC notes that social services including ELC need effective leadership at all levels. Individuals must commit to continuously develop their own leadership skills and capability, while employers must ensure their organisations develop a supportive organisational culture where individuals can use and enhance their leadership skills. This includes empowering people working in and using social services, and encouraging professional autonomy, creativity, measured risk-taking and initiative. To support the sector in meeting this need, the SSSC has identified 6 key leadership capabilities, covered in more detail on [page 16](#).

There are many different approaches, tools and resources to support leadership development in both the ELC and teaching sectors. Much of this is applicable to multiple professions and can be transferred and applied to a range of roles. It is open to you to choose whichever pathway, tools and resources you find most helpful for you on your leadership journey. Equally there are many different types and styles of leadership, and you will recognise which elements of your knowledge and practice to develop to best meet the needs of the children within your setting.

Recognising that research shows that children have the best experience in ELC where there is a range of staff with complementary skills and higher level qualifications, Scottish Government

has provided funding to local authorities to develop a new leadership role within ELC since 2018 – the Equity and Excellence Lead. Here is a case study from an experienced ELC professional explaining how she has been able to develop her leadership capabilities to improve practice and achieve positive outcomes:

### **Gemma Paterson – Equity and Excellence Lead in Grangemouth**

“I’ve been in the role of Equity and Excellence Lead in Falkirk (called Early Years Pedagogue locally) since August 2018. My role focused on supporting the least advantaged children. The Equity and Excellence Lead post enables me to take this to another level by using research and improvement science to capture and develop areas of high-quality practice. It’s these initiatives and policies that can really impact our wee people, ensuring they have the best start in life.

I’ve undertaken the Scottish Coaching Leadership and Improvement Programme (SCLIP). This provided insight on improvement science, specifically how this could be applied to research within my setting and covers a range of topics such as data analysis, coaching teams and developing leadership methodology, all of which I use every day. As we implement improvement science, it’s important we are creative with our approaches and remember each child has different needs.

I am extremely lucky to work with an amazing team of enthusiastic and committed practitioners and we work collaboratively to ensure our wee people’s early experiences are of the highest quality. Each day is different; some working with practitioners on projects such as ‘Marvellous Mealtimes’ and others sharing knowledge and experiences at leadership events or hosting other colleagues at our setting.

My role includes: facilitating high quality play, developing personal interests and introducing health and wellbeing approaches, all of which allow me to experience my favourite part of the role; seeing each child’s creativity shine in their own unique way. I enjoy working with children and their families to develop trusting and respectful relationships to create a platform to help address the attainment gap.

The role allows me to be innovative, take chances and empower my colleagues; all factors that will help close the attainment gap.”

### **Key Capabilities and Attributes**

To help professionals recognise the key elements considered as central to strong leadership the SSSC has defined the following [6 key leadership capabilities](#):

**vision, creativity & innovation, self-leadership,  
collaboration & influencing, motivation & inspiring, empowering**

Similarly, the General Teaching Council for Scotland (GTCS) Professional Standards define leadership as the ability to:

- develop a vision for change which leads to improvements in outcomes for learners, and is based on shared values and robust evaluation of evidence of current practice and outcomes; and
- mobilise, enable and support others to develop and follow through on strategies for achieving that change.

There are a range of behaviours and actions which can demonstrate these capabilities. Familiarising yourself with them will help you to recognise the key elements of a strong leader, and assist you in reflecting on your existing skills and knowledge. Demonstrating highly effective leadership might not relate to a grand project, but may instead be part of your day to day practice. Here are some examples:

- Using your initiative to **support** individuals and families to achieve their goals
- **Inspiring** colleagues to think differently
- **Supporting** others to learn and develop.

Leadership skills are necessary at all levels of practice, and should be developed continuously.

This video of 'Sarah's Story' provides a case study for how one practitioner displays the key attributes of leadership, particularly 'self-leadership' and 'collaboration and influencing': [ELC & Me - Sarah's story - YouTube](#)

A further illustration of the types of attributes and other factors that might be found in a strong leader in ELC, can be found in the (SSSC) [Leadership Logic Model](#).

## Section Two - Reflective Practice

### 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 early learning and childcare practitioner possible, to help you to understand how reflecting on your practice can help improve outcomes for children and how your workplace can support you.

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.

### Self-evaluation

Self-evaluation for self-improvement underpins the Scottish approach to quality assurance of all aspects of provision in Scottish education, and is a key element in reflective practice. Self-evaluation can also improve and develop your leadership skills throughout your career (see the 'Leadership at all levels' section of this resource). There are a range of tools and resources to help you to develop in reflective practice.

[Realising the Ambition: Being Me](#) is the national practice guidance document for early years provision in Scotland. While it is not a self-evaluation framework, it draws together key messages about children's learning and development, aspects of important research and effective practice all in one accessible document. Section 5 includes information on pedagogical leadership and Section 7 has a particular focus on ensuring high quality services for children. However all sections will be useful to you in your work within ELC.

[How Good is Our Early Learning and Childcare?](#) (HGIOELC?) is a key tool to support you, and your team, to reflect on and continuously improve your work. The framework includes a range of quality indicators that are designed to support you to look closely at different aspects of your practice, including leadership and management. By taking time to reflect on and plan for improvements you will be able to understand and celebrate what you do well, and what you could do to improve your practice.

Education Scotland is the Scottish Government executive agency that supports quality and improvement across all areas of Scottish education. It provides advice and guidance to support improvement through partnership working, professional learning and access to [resources on their website](#). In settings that provide funded ELC, Education Scotland inspects

the quality of provision for children. Education Scotland uses HGIOELC? to assess and report on the quality of funded ELC settings.

The Care Inspectorate is the regulatory body responsible for inspecting standards and supporting improvement of care in Scotland. The Care Inspectorate has statutory obligations under the Public Services Reform (Scotland) Act 2010 to carry out inspections of all ELC settings and, where appropriate, provide services with improvement support to ensure the provision of high quality experiences that supports positive outcomes for children and families.

The Care Inspectorate's updated [quality framework for daycare of children, childminding and school-aged childcare](#) includes - Key question 3: 'How good is our leadership?' (page 48) - outlining the key indicators of leadership which will help you to recognise and measure effectiveness, and in turn, support you to evaluate your own performance.

The Quality Framework is designed to support care services in self-evaluation and will be used by the Care Inspectorate during inspection. The Care Inspectorate will work with ELC services and sector-wide bodies to build the capacity for self-evaluation, based on the framework. Self-evaluation is a core part of assuring quality and supporting improvement. Understanding how well your service is performing should help you see what is working well and what needs to be improved. From that, you should be able to develop plans for improvement based on effective practice, guidance, research, testing and available improvement support.

Care Inspectorate inspectors will use the framework to evaluate the service performance, using the quality illustrations to identify any areas for improvement needed in the experiences and outcomes for children. A guide to the [frequently asked questions](#) about the Quality Framework is available on the Care Inspectorate's website. This should help you see how the Quality Framework will work in practice and how it aligns with other resources.

A 'scrutiny & improvement toolbox' is also provided to help identify key improvement resources in evaluating current leadership capacity, and how best to further develop leadership skills and knowledge. This includes resources such as [Self-evaluation for improvement - your guide](#). In addition, [bitesized learning sessions](#) are provided to support you in respect of self-evaluation.

The [SSSC provides a free, interactive resource - 'Step Into Leadership'](#) – as a package of leadership focused learning resources and tools. These are aligned to each of the 6 capabilities, and in addition provide a 'Pathway Planner'. This includes a 360\* self-evaluation to support you in assessing your leadership capability strengths, and identifying your priorities and areas for development. There are links to information on different theories and styles, as well as a wide range of effective practice examples.

The [SSSC also provides a '23 Things Early learning and Childcare Leadership' resource](#), which includes bite-size pieces of learning and allows you to customise your learning experience according to your needs and interests. Open badges are awarded for each of these optional learning components - and you can access as few or as many as you like, whenever it suits you.

In addition to the resources referenced in the framework, there are a range of further resources available to support you into - and throughout – your leadership journey. Videos and case

studies, guidance and continued professional learning opportunities are all available, and further information can be found in the [ELC Leadership Resources reference tool](#).

## 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. It is of particular importance that the new recruit understands the importance of managing the environment children are in, including how to spot potential risks and how to minimise risks to children. Take the opportunity to point out safety measures in each area and why these are important. Explain why specific measures are needed as babies grow and develop into toddlers and explore their environments with new found confidence. The [Royal Society for the Prevention of Accidents \(RoSPA\)](#) has some easily accessible information to support understanding of the kinds of accidents children have, which can help the new recruit begin to identify potential hazards.

A important area to highlight is the need to have an awareness of where children are at all times, steps taken to ensure children cannot exit the premises, and do not become lost when outdoors or away from the setting. We know this won't be the sole responsibility of new recruits for some time, but it is important that they recognise that it is everyone's responsibility to keep children safe and habits formed now will stand them in good stead as they develop in their career. The [Care Inspectorate resource 'Keeping Children Safe'](#) highlights some trigger areas where children are more likely to wander off if unobserved.

A key aspect of supporting children's emotional attachment within the setting is to ensure that parents and children are welcomed into the setting together. Having the opportunity to share directly in children's experiences and building relationships with staff, positively supports respectful and trusting relationships. During the pandemic it was important to limit the number of adults accessing settings to protect everyone's health. Now that restrictions have been lifted you will be working to actively encourage families into your setting, in addition to any virtual approaches which may have been adopted during the pandemic. The new recruit will need support and guidance to gain confidence in engaging professionally with families to support these relationships. Take time to explore the importance of family involvement in their children's care, learning and development with your new recruit.

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 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: [Realising the Ambition](#); the [Health and Social Care Standards](#); the [Common Core Skills](#); the [Continuous Learning Framework](#);

[How Good is Our ELC?](#); and the [SSSC Codes of Practice](#) or the GTCS [professional standards for teachers](#).

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](#).

## Reflective Questions to Consider with Your Mentor

### Month 1 – reflective questions

Month 1 – Part 1	My notes and reflections
1. Have you read, and are you able to operate within, <a href="#">infection prevention and control guidance</a> , and the latest <a href="#">COVID-19 guidance</a> ?	
2. How do you make children feel welcomed into our setting?	
3. What have you observed about how staff welcome children and support them to settle into our setting?	
4. How do the children respond to this?	

### Find out more:

- [How good is our early learning and childcare?](#)
- [Common core of skills, knowledge and understanding](#)
- [Health and Social Care Standards](#)
- [Realising the Ambition](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Awareness of the environment, of interactions, experiences and spaces.

<b>Month 1 – Part 2</b>	<b>My notes and reflections</b>
1. What do you notice about how staff keep children safe when indoors and outdoors, both within the setting and on outings?	
2. How do staff keep track of children across the day? Pay special attention to pick up and drop off times.	
3. Where children have care routines, how do staff ensure they are safely managed? Consider nappy changing, meal or snack times, sleep and rest.	

**Find out more:**

- [Keeping Kids Safe - RoSPA](#)
- [Keeping Children Safe - Look, Think, Act Campaign | Care Inspectorate Hub](#)
- [Keeping Children Safe Practice Notes](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Safety discussion around the use of the environment and potential risks for children linked to their age and stage of development.
- Consider the environment from the child's perspective, get down to their level, what can you see?
- What might pose a risk?
- What can you do to support a safe environment for children?

<b>Month 1 – Part 3</b>	<b>My notes and reflections</b>
1. What do you notice about how the staff create a warm, loving environment through the interactions, experiences and spaces provided for children?	
2. Can you describe how you think you can add to this?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#)
- [The Continuous Learning Framework](#) (page 21)
- [Health and Social Care Standards](#)
- [Realising the Ambition](#) (particularly Section 3: What I need to grow and develop, page 23)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Awareness of the environment of interactions, experiences and spaces.
- Putting child-centred pedagogy into practice – observations and following the interests of the child.

<b>Month 1 – Part 4</b>	<b>My notes and reflections</b>
1. Who do you work directly with and what are their roles?	
2. How do you think you can support your colleagues in their work and how might they support you?	
3. How does team work in your setting help support children?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#)
- [Health and Social Care Standards](#)
- [Realising the Ambition](#)
- [How good is our early learning and childcare?](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Team structure, team working and responsibilities.

<b>Month 1 – Part 5</b>	<b>My notes and reflections</b>
1. 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?	
2. What do you think are the benefits to working in this way and what challenges do you notice?	

**Find out more:**

- Discuss this with your mentor and other team members
- [Health and Social Care Standards](#)
- [Realising the Ambition](#) (Section 3: What I need to grow and develop, page 23)
- [Keeping Children Safe - Look, Think, Act Campaign | Care Inspectorate Hub](#)
- [Keeping Kids Safe - RoSPA](#)
- [How good is our early learning and childcare?](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Awareness of the environment, of interactions, experiences and spaces.

<b>Month 1 – Part 6</b>	<b>My notes and reflections</b>
1. When working with young children you have to learn when to become involved in their play and when to stand back.	
2. You could arrange with your mentor to identify an area of the setting to observe how children play when not directly involving an adult. What do you notice about children’s play experiences when the staff become involved?	

**Find out more:**

- [Realising the Ambition](#) (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)
- [Health and Social Care Standards](#)
- [How good is our early learning and childcare?](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Awareness of the environment of interactions, experiences and spaces.
- Putting child centred pedagogy into practice – observations and following the interests of the child.

<b>Month 1 – Part 7</b>	<b>My notes and reflections</b>
1. How confident are you at following the procedures and routines of the day? 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.	

**Find out more:**

- Aims and Objectives of your setting
- [Health and Social Care Standards](#)
- [How good is our early learning and childcare?](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Various policies and procedures relating to the setting

<b>Month 1 – Part 8</b>	<b>My notes and reflections</b>
1. You will now have been introduced to the Getting It Right For Every Child (sometimes known as GIRFEC) approach. Where do you see this being applied within our setting?	
2. Can you list the wellbeing indicators and explain what aspects of a child’s life each relates to?	
3. 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.	

**Find out more:**

- [Realising the Ambition](#)
- [Getting it right for every child \(GIRFEC\) - gov.scot \(www.gov.scot\)](#)

**Conversations with your mentor may include:**

- GIRFEC
- Putting child-centred pedagogy into practice – planning, observations and documentation child protection

<b>Month 1 – Part 9</b>	<b>My notes and reflections</b>
1. 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?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A5, A6 and B7)
- Your setting’s Child Protection/safeguarding policy
- [Health and Social Care Standards](#)
- [The Continuous Learning Framework](#) (page 24)
- [National Child Protection Guidance](#)

- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Child protection/safeguarding policy

<b>End of month 1 reflection:</b>	<b>My notes and reflections</b>
<ul style="list-style-type: none"> <li>• How are you feeling about your role?</li> </ul>	
<ul style="list-style-type: none"> <li>• Is there any other knowledge, support or advice which you would find useful just now? Share your experiences and learning for this month.</li> </ul>	

**Month 2 – Reflective Questions**

<b>Month 2 – Part 1</b>	<b>My notes and reflections</b>
1. How do you feel you are interacting with the children?	
2. What are you noticing about how children are responding to you now?	
2.1. Is this different than when you first started?	
2.2. What do you think has made this difference?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A8, A9)
- [Health and Social Care Standards](#) (1 and 3)
- [Realising the Ambition](#) (Section 3: What I need to grow and develop page 23 and diagram on page 64)
- [How good is our early learning and childcare?](#)

- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Adult role
- ‘Listening with your eyes and ears’ – being responsive and intentional

Month 2 – Part 2	My notes and reflections
1. Are you aware of the range of resources available and how they may be used by children?	
1.1. How does the range available to the children affect their play?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A5)
- [Health and Social Care Standards](#) (1 and 5)
- [Realising the Ambition](#) (Section 6: Putting pedagogy into practice)
- [How good is our early learning and childcare?](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- The learning environment in terms of experiences and outdoor/indoor spaces
- Loose parts
- Open-ended possibilities

Month 2 – Part 3	My notes and reflections
1. 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.	
2. Who are the leadership role models within your service and what do you observe about their positive attributes?	
2.1. What leadership capabilities do they demonstrate?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A2)
- [Health and Social Care Standards](#) (3)
- [The Continuous Learning Framework](#) (Page 32)
- [Realising the Ambition](#) (Page 42 – An important note about being you)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Self-awareness, reflective practice, peer support/feedback and self-care

<b>Month 2 – Part 4</b>	<b>My notes and reflections</b>
1. What do you understand about children’s rights?	
1.1. 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.	
1.2. How might you use this learning to support respectful relationships with children?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A8, A9 and A10)
- [Health and Social Care Standards](#) (2)
- [Child Rights | The Rights of Children and Young People - CYPCS](#)
- [Realising the Ambition](#) (Section 7 – What does high quality practice look like? Page 80)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- United Nations Convention on the Rights of the Child, Children’s voice - engagement and involvement, planning procedures

<b>Month 2 – Part 5</b>	<b>My notes and reflections</b>
1. How do you contribute to our team?	
2. How do your contributions help support children and their families?	
3. What do you find most helpful about the approach leaders take to support all staff to be involved in the process of evaluation and improvement within the setting?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (B3)
- [Health and Social Care Standards](#) (3)
- [How good is our early learning and childcare?](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Team work and team structure

<b>Month 2 – Part 6</b>	<b>My notes and reflections</b>
1. 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?	
1.1. How do you find out what they are actually looking for?	
1.2. What opportunities are there for sharing this information with parents and carers within our setting?	
1.3. How can parents help you better care and support their child?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A10)
- [Realising the Ambition](#) (5.4 Leading through learning together with families page 59 and Section 8 – Transitions matter – to me, page 88)
- [Health and Social Care Standards](#) (1)
- [How good is our early learning and childcare?](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Parental engagement and involvement policy, reporting procedures and sharing information

<b>Month 2 – Part 7</b>	<b>My notes and reflections</b>
1. 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 wellbeing?	
1.1. What would you do if you were worried about a child?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A5, A6, A7 and B7)
- [Health and Social Care Standards](#) (4)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- GIRFEC, Child Protection procedures including confidentiality and information sharing

<b>Month 2 – Part 8</b>	<b>My notes and reflections</b>
1. Last month we asked you to identify any aspects of GIRFEC or the wellbeing indicators (also known as the SHANARRI indicators) that you were finding more difficult to recognise in the setting. How confident are you now with this approach?	
1.1. How have you used this approach to support the children you work with?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A5, A6, A7 and B7)
- [Health and Social Care Standards](#) (1)
- [Realising the Ambition](#) (Section 3.4 – Doing the right thing for me, page 37)

- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- GIRFEC, planning and child wellbeing

End of month 2 reflection:	My notes and reflections
1. How are you feeling about your role?	
2. Is there any other knowledge, support or advice which you would find useful just now? Share your experiences and learning for this month.	

**Month 3 – Reflective Questions**

Month 3 – Part 1	My notes and reflections
1. When looking after young children, toddlers 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?	
2. How might children be affected if you don't follow best practice when supporting personal care routines?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A5)
- [Health and Social Care Standards](#) (1)
- [Nappy Changing](#)
- [Infection prevention and control in childcare settings](#)
- [How to change your baby's nappy](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Infection control, nappy changing/disposal, toileting, hand washing etc.

Month 3 – Part 2	My notes and reflections
1. 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.	
2. Observe children at meal or snack time. What do you notice about how staff interact when they are supporting children?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A5 and A8)
- [Health and Social Care Standards](#) (1)
- [Food matters](#)
- [Setting the table](#)
- [Realising the Ambition](#) (The significance of snack and mealtimes to learning and development, page 57-58)
- [Prevention and management of choking episodes](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Snack/meal time procedures, health and wellbeing, nutritional guidance
- Interactions, experiences, spaces

Month 3 – Part 3	My notes and reflections
1. Children’s sleep routines within our setting vary depending on children’s individual needs and developmental stage. How confident are you at settling children to sleep or rest safely?	
1.1. What do you notice about children if they are become over-tired?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A5 and A7)
- [Health and Social Care Standards](#) (1)
- [Safer sleep tips | Parent Club](#)
- [Scottish Cot Death trust early years safe sleep guide](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Sleep routines, health and safety

<b>Month 3 – Part 4</b>	<b>My notes and reflections</b>
1. Can you give any examples of any child-centred practice you have seen or experienced?	
1.1. Why do you think it is important for children to be actively involved in leading their learning?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A8)
- [Health and Social Care Standards](#) (1)
- [Realising the Ambition](#) (Section 4: Child’s work: the importance of play, and Section 6: Putting pedagogy into practice)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Planning, observations, documentation, self-awareness, communication

<b>Month 3 – Part 5</b>	<b>My notes and reflections</b>
1. Sometimes we notice things that are “not quite right”. Who would you go to for support if you were worried about a child?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (B7)
- [Health and Social Care Standards](#) (3)
- [Realising the Ambition](#) (Section 3: what I need to grow and develop, page 23)
- [How good is our early learning and childcare?](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Child protection and reporting concerns

<b>Month 3 – Part 6</b>	<b>My notes and reflections</b>
1. Are you aware of the national quality improvement, scrutiny and regulatory bodies/executive agencies and what their roles are?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (B4 and B5)
- [Health and Social Care Standards](#) (4)
- [Education Scotland](#)
- [Realising the Ambition](#) (External Scrutiny – page 86)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Care Inspectorate
- SSSC
- Education Scotland
- Settings policies and procedures

<b>Month 3 – Part 7</b>	<b>My notes and reflections</b>
1. How are you developing your relationships with parents and carers?	
2. What are the benefits and challenges of working with families?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A1 and A2)
- [Health and Social Care Standards](#) (3)
- [Realising the Ambition](#) (5.4 Leading through learning together with families, page 59)
- [How good is our early learning and childcare?](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Parental involvement and engagement benefits and challenges of getting it right for families

<b>End of month 3 reflection:</b>	<b>My notes and reflections</b>
1. How are you feeling about your role?	
2. Is there any other knowledge, support or advice which you would find useful just now? Share your experiences and learning for this month.	

**Month 4 – Reflective Questions**

<b>Month 4 – Part 1</b>	<b>My notes and reflections</b>
1. 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?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (B3)
- [Health and Social Care Standards](#) (3 and 4)
- [The Continuous Learning Framework](#) (Pages 24, 25 and 32)
- [How good is our early learning and childcare?](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Team working, roles and responsibilities, communication methods, self-awareness and confidentiality

Month 4 – Part 2	My notes and reflections
1. 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?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A5 and A7)
- [Realising the Ambition](#) (Attachment, page 32)
- [Health and Social Care Standards](#) (1)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Key worker system, communication with parents and child development

Month 4 – Part 3	My notes and reflections
1. What is your understanding of the role of the key worker in our setting?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (B3 and B4)
- [Health and Social Care Standards](#) (1)
- [Realising the Ambition](#) (Page 37)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Key worker system, communication with parents and child development

<b>Month 4 – Part 4</b>	<b>My notes and reflections</b>
1. An important part of your role within our setting is to support children’s learning and development. What have you observed about how we assess and record children’s progress? Arrange with your mentor opportunities to observe and meaningfully document children’s learning and development and discuss what you have observed and learned about the child.	
2. Understanding the importance of promoting high aspirations for the children in your setting is key to ensuring successful outcomes. In what way do leaders promote and sustain a shared vision for the setting that reflects the aspirations of children, families, partners and the wider community?	
3. How does the staff team engage and encourage leadership at all levels when promoting learning through play in your setting?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A4)
- [Realising the Ambition](#) (Section 6 – Putting pedagogy into practice, page 62)
- [Health and Social Care Standards](#) (1)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Observation and assessment procedures, documentation consent from parents/carers, confidentiality and child development

<b>Month 4 – Part 5</b>	<b>My notes and reflections</b>
1. You may 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?	
2. What can you do to build your skills in communicating with parents and carers? How do you encourage them to share information about their child with you?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (B2, B7, B9 and B10)
- [How good is our early learning and childcare?](#)
- [Health and Social Care Standards](#) (3)
- [The Continuous Learning Framework](#) (Page 21)
- [Realising the Ambition](#) (5.4 – Leading through learning together with families, Page 59)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Communication with parents

<b>Month 4 – Part 6</b>	<b>My notes and reflections</b>
1. Sometimes children may need additional help or support. What is your understanding of the other professionals who work with our setting and their roles?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (B1 and B6)
- [Health and Social Care Standards](#) (3)
- [The Continuous Learning Framework](#) (Pages 21, 22 and 33)
- [How good is our early learning and childcare?](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Additional support needs, other professionals and confidentiality

<b>Month 4 – Part 7</b>	<b>My notes and reflections</b>
1. What do you think are the benefits of learning outdoors are for children and for staff	
2. How do you feel about being outdoors with the children?	
3. What did you notice about children's play?	
4. What learning did you observe?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A5 and A7)
- [Health and Social Care Standards](#) (1 and 5)
- [Realising the Ambition](#) (The unique role of outdoor play – Page 54)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Outdoor play, health and wellbeing and teamwork

<b>End of month 4 reflection:</b>	<b>My notes and reflections</b>
1. How are you feeling about your role?	
2. Is there any other knowledge, support or advice which you would find useful just now? Share your experiences and learning for this month.	

## Month 5 – Reflective Questions

Month 5 – Part 1	My notes and reflections
1. Reflecting on your time with us so far, what skills and qualities do you bring to our team?	
2. Would you say you have any skills which are currently not being used?	
3. At this point in your career what are your current goals for developing your leadership approach?	
4. Who might be able to support you with your leadership journey?	
5. Strong leadership helps practitioners to develop high aspirations and confidence in supporting staff. This in turn supports those staff to enhance their capabilities and aspire to be leaders themselves. What works best for you in terms of your learning style to support your confidence and what further constructive actions could you take that would help you to achieve your leadership goals?	

### Find out more:

- [Common core of skills, knowledge and understanding](#) (B3)
- [Health and Social Care Standards](#) (3 and 4)
- [The Continuous Learning Framework](#) (Page 23)
- [How good is our early learning and childcare?](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Team working, roles and responsibilities and self-awareness

<b>Month 5 – Part 2</b>	<b>My notes and reflections</b>
1. What transitions do the children you work with go through?	
2. How can you help support children through these transitions?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A5, A8, A9 and A10)
- [Health and Social Care Standards](#) (1, 2 and 3)
- [Realising the Ambition](#) (Section 8 – Transitions matter: to me, page 88)
- [Scottish Early Childhood and Families Transitions Statement](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Key worker system, communication with parents and child development
- Vertical and horizontal transitions

<b>Month 5 – Part 3</b>	<b>My notes and reflections</b>
1. Children need to and want to take risks when they play. How do you feel about enabling and encouraging children to take risks?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A5 and B8)
- [Health and Social Care Standards](#) (1)
- [Realising the Ambition](#) (Section 3 – What I need to grow and develop)
- [Positive approach to risk in play \(careinspectorate.com\)](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Risk and Challenge/Risk assessment
- Risk/benefit analysis
- Parents views

Month 5 – Part 4	My notes and reflections
1. Are you confident you know what information you need to share about a child (and who with) and what must be kept confidential?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A4 and B5)
- [Health and Social Care Standards](#) (3)
- [National guidance for child protection in Scotland 2021 - gov.scot \(www.gov.scot\)](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Confidentiality, data protection and child protection

Month 5 – Part 5	My notes and reflections
1. How do you think the needs of children will be influenced by their environment, background and circumstances?	
2. How might you need to adapt your behaviour and actions as a result of this?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A1 and A2)
- [Health and Social Care Standards](#) (1)
- [Realising the Ambition](#) (Section 3 – What I need to grow and develop, The impact of conscious and unconscious gender bias, page 41, and Adversity and Trauma, page 39)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Child development
- confidentiality, self-awareness and social awareness
- Conscious and unconscious bias
- Adversity and trauma
- Impact of poverty

Month 5 – Part 6	My notes and reflections
1. You should now have had an opportunity to undertake some observations of children’s learning and development. How confident are you undertaking observations of children and documenting this in a meaningful way?	
2. What other information do you think you need?	

**Find out more:**

- [Common core of skills, knowledge and understanding](#) (A5)
- [Health and Social Care Standards](#) (1 and 3)
- [Child development \(sssc.uk.com\)](#)
- [Course: Observing children \(sssc.uk.com\)](#)
- [Realising the Ambition](#) (Section 6 – Putting pedagogy into practice)
- [How good is our early learning and childcare?](#)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Child development, recording of assessments and documentation information sharing

End of month 5 reflection:	My notes and reflections
1. How are you feeling about your role?	
2. Is there any other knowledge, support or advice which you would find useful just now? Share your experiences and learning for this month.	

## Month 6 – Reflective Questions

Month 6 – Part 1	My notes and reflections
1. Do you notice any differences in the way you treat individual children?	
2. Why do you think this is?	
3. How do you ensure you are treating them fairly whilst responding to their individual needs?	

### Find out more:

- [Realising the Ambition](#) (Section 3 - What I need to grow and develop)

### Conversations with your mentor may include:

- Individual needs of children and additional support needs
- Equality
- legislation
- Personal Plans

Month 6 – Part 2	My notes and reflections
1. Can you identify any children or families with whom you don't yet feel confident interacting with?	
2. Why do you think this is, and what do you think you need to change or adapt to enable a more positive relationship?	

### Find out more:

- [Realising the Ambition](#) (5.4 Leading through learning together with families, page 59)

### Conversations with your mentor may include:

- Working with parents/carers
- Equality
- Reflective practice

Month 6 – Part 3	My notes and reflections
<p>1. 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>	

**Find out more:**

- [Health and Social Care Standards](#) (1 and 3)
- [Realising the Ambition](#) (Section 7 Ensuring quality through critically reflective practice)

**Conversations with your mentor may include:**

- Reflective practice and professional conduct

Month 6 – Part 4	My notes and reflections
<p>1. 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.) What are your own values and belief systems in relation to gender?</p>	
<p>2. How might these influence the way you interact with boys and girls? How can you promote and strengthen gender equality in your practice?</p>	

**Find out more:**

- [Gender equal play](#)
- [Improving Gender Balance Scotland \(education.gov.scot\)](#)
- [Realising the Ambition](#) (The impact of conscious and unconscious gender bias, page 41)

- [A quality framework for daycare of children, childminding and school-aged childcare](#)

**Conversations with your mentor may include:**

- Resources and staff attitudes

<b>Month 6 – Part 5</b>	<b>My notes and reflections</b>
1. What do you think are the key elements of high quality early learning and childcare?	
2. How do leaders use their skills and experience to benefit the children and staff within your service?	

**Find out more:**

- [Health and Social Care Standards](#)
- [How good is our early learning and childcare? \(education.gov.scot\)](#)
- [Realising the Ambition](#) (Section 7 - Ensuring quality through critically reflective practice)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

<b>Month 6 – Part 6</b>	<b>My notes and reflections</b>
1. What conduct and behaviour can children and their families expect of you?	

**Find out more:**

- [SSSC Codes of Practice](#)
- [Realising the Ambition](#) (Section 7)
- [A quality framework for daycare of children, childminding and school-aged childcare](#)

<b>End of month 6 reflection:</b>	<b>My notes and reflections</b>
1. How are you feeling about your role?	
2. Is there any other knowledge, support or advice which you would find useful just now? Share your experiences and learning for this month.	

## Induction Planning And Tracking Checklist

Induction Planning and Tracking	Date Completed
<b>Introduction to the setting</b>	
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 report to, 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.	
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.	
<b>My Responsibilities</b>	
I have read, digested and understood infection prevention and control and Covid-19 guidelines, policies, and procedures as appropriate.	

I have an awareness of key guidance including; How Good is Our ELC?; Curriculum for Excellence; and Realising the Ambition, to support my practice.	
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.	
I know what cleaning duties are expected of me and where to record their completion.	
I have reviewed the setting's 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

### 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. 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 that be early learning, school or preparation for life after school. 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.

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**

Education and care of children in the age range of 0-5 years.

## **Early Years**

Education and care of children in the age range of 0-8 years.

## **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 industry experience.

## **Progression**

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

## **Provider Neutral**

The approach which enables parents to choose from a variety of early learning and childcare settings that best suits the needs of their child, in line with Funding Follows the Child. It allows parents to choose from a number of different providers -regardless of whether they are in the public, private, third or childminding sectors – if the setting meets the National Standard, has a place available and is willing to enter into a contract with the local authority.

## **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 wellbeing 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.

## Leading Partner Resources

National resources to support your professional learning and development 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 professionals. 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’](#) initial guidance [plus 3 additional chapters](#); [‘Getting Ready to Read’](#); [‘Our Creative Journey’](#); [‘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 effective practice relating to early learning and childcare. It aims to support all ELC professionals, leaders and policy makers with an interest in, or responsibility for, early learning and childcare. This includes the national practice guidance for early years in Scotland; [Realising the Ambition: Being Me](#) (2020).

### 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](#).

### **Care and Learning Alliance (CALA)**

Care and Learning Alliance (CALA) is the largest third sector childcare organisation in Highland and Moray. CALA offer a range of tutor facilitated virtual learning sessions, in addition to in-person professional learning opportunities across Scotland, in which course delivery can be tailored to meet specific needs as required. [CALA learning and development](#) host a suite of free to all or low cost e-modules including a suite of Child Protection and Healthy Eating related certificated courses. [CALA's Practitioner Portal](#) web page is packed with sector related news and information.

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 offer their services to look after their members employed in the sector. Trade unions propose that members may 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 membership fee, unions offer a variety of support to members.

#### [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.

#### [NASUWT, the Teachers Union](#)

NASUWT, 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.



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