# All Wales Induction Framework for Early Years and Childcare

## Section 1 – Principles and values of children’s care, play, learning and development (0-19 years of age)

This section explores the principles and values that underpin practice in children’s care, learning, development and play. It references the legal framework for practice and the standards you need to meet.

The principles of well-being, voice and choice are themes that run through these sections and you will be introduced to what it means to work in a child-centred way.

## Contents

1.1 Legislation, national policies, guidance and frameworks

1.2 Rights-based approaches                       

1.3 Equality, diversity and inclusion

1.4 Child-centred approaches

1.5 Allowing children to take risks

1.6 Well-being

1.7 Positive relationships and professional boundaries

1.8 Communication

1.9 Welsh language and culture

1.10 Positive approaches for positive behaviour support

1.11 Change and transitions in children’s care, learning, development and play

1.12 Beliefs, values and life experiences

Glossary

## Progress log for principles and values of children’s care, play, learning and development (0-19 years of age)

## 1.1 Legislation, national policies, guidance and frameworks

**How legislation, national policies, guidance and frameworks support children’s care, play, learning and development**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.1a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| **Legislation, national policies, guidance, standards and frameworks** that underpin children’s care, play, learning and development |  |  |  |
| The principles that underpin practice in children’s care, play, learning and development |  |  |  |
| Why these principles are important for children’s care, play, learning and development and how they support practice |  |  |  |
| What are the **codes of conduct** and **professional** **practice**, who they apply to and how they can be used |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **1.1b Additional AWIFEYCC learning outcomes**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Relate the principles that underpin children’s care, learning, development and play to your practice |  |  |  |
| Uphold the codes of conduct and professional practice |  |  |  |

## 1.2 Rights-based approaches

**How rights-based approaches relate to children’s care, play, learning and development**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.2a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| The meaning of a rights-based approach |  |  |  |
| How legislation and national policies support a rights-based approach to childcare |  |  |  |
| What this legislation means in practice |  |  |  |
| What is meant by the term advocacy and how can it support a rights-based approach |  |  |  |
| How children and their families / carers can be supported to make a complaint or express a concern about a service |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **1.2b Additional AWIFEYCC learning outcomes**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Embed a rights-based approach |  |  |  |

## 1.3 Equality, diversity and inclusion

**How to promote equality, diversity and inclusion**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.3a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| What is meant by the terms ‘equality, diversity, inclusion and discrimination’ |  |  |  |
| Ways of working in which child-centred approaches promote equality, diversity and inclusion |  |  |  |
| How cultural, religious and linguistic backgrounds of children and their families / carers can be valued |  |  |  |
| Ways of working in which discrimination or practice that does not support equality, diversity and inclusion can be challenged |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **1.3b Additional AWIFEYCC learning outcomes**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Respect and promotes equality and diversity towards children, their families and carers, and others |  |  |  |

## 1.4 Child-centred approaches

**How to use child-centred approaches**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.4a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| What is meant by the term ‘child-centred approaches’ |  |  |  |
| The importance of child-centred approaches |  |  |  |
| What is meant by ‘joint working’ when working with children and their families / carers |  |  |  |
| What is meant by ‘voice, choice and control’ |  |  |  |
| The importance of knowing a child’s preferences and background (the unique mix of a child’s experience, history, culture, beliefs, preferences, family relationships, informal networks and community) |  |  |  |
| Ways of working to establish the wishes, preferences and backgrounds of children |  |  |  |
| What is meant by the term ‘treating children with dignity and respect’ and why this is central to the role of early years and childcare worker |  |  |  |
| Ways of working that support child-centred approaches |  |  |  |
| What is meant by the terms **‘activities and experiences’** |  |  |  |
| How child-centred approaches are used to support activities and experiences and inclusion |  |  |  |
| Why it is important to support engagement in activities and experiences that are meaningful and enjoyable |  |  |  |
| What is meant by ‘parental responsibility’ |  |  |  |
| Establishing consent with families / carers and when this would be needed |  |  |  |
| What is meant by establishing consent with a child when providing care or support and why this is important |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **1.4b Additional AWIFEYCC learning outcomes**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Embed child-centred approaches in your practice |  |  |  |
| Support children to engage in activities and experiences that reflect their preferences, and are meaningful and enjoyable |  |  |  |
| Ensure the best interests of the child are paramount |  |  |  |

## 1.5 Allowing children to take risks

**How positive risk-taking supports positive outcomes for children**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.5a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| The importance of being able to take **risks** with consideration of the well-being of children |  |  |  |
| The rights of children to make choices and take risks |  |  |  |
| Actions needed when supporting children to take risks, taking into consideration their age, stage of development, the environment and life experiences including parental involvement and responsibility |  |  |  |
| The term ‘risk benefit assessment’ |  |  |  |
| What is meant by ‘positive outcomes’ |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **1.5b Additional AWIFEYCC learning outcomes**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Balance a child’s need to experiment and take some risks, with your duty to keep them safe |  |  |  |
| Use risk assessments in your work setting to support children and to take risks for positive outcomes |  |  |  |

## 1.6 Well-being

**Well-being in the context of children’s care, play, learning and development**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.6a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| What is meant by the term ‘well-being’ |  |  |  |
| Why well-being is important |  |  |  |
| Factors that affect the well-being of children and their families / carers |  |  |  |
| The importance of families / carers and ‘significant others’ in the well-being of children |  |  |  |
| Ways of working that support well-being and inclusion |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **1.6b Additional AWIFEYCC learning outcomes**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Promote the importance of the families / carers / significant others, and supports and develops these relationships in the interest of the child |  |  |  |

## 1.7 Positive relationships and professional boundaries

**How to develop positive relationships in the context of ‘professional boundaries’**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.7a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| What is meant by ‘relationship-centred working’ |  |  |  |
| The importance of developing a positive relationship with children and their families / carers and professionals, and how these relate to professional boundaries |  |  |  |
| Unacceptable practices in relationships with children, their families / carers and professionals |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **1.7b Additional AWIFEYCC learning outcomes**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Develop positive relationships in the context of ‘professional boundaries’ |  |  |  |

## 1.8 Communication

**The importance of effective communication in children’s care, play, learning and development**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.8a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| What is meant by ‘effective communication’ |  |  |  |
| Key features of effective communication |  |  |  |
| The skills that are needed to communicate effectively |  |  |  |
| Why effective communication is important for the well-being of children and positive relationships with families / carers and others |  |  |  |
| How to find out a child’s and their family’s / carer’s communication and language needs, wishes and preferences |  |  |  |
| How the stage of development of a child will impact upon their communication skills |  |  |  |
| Specific conditions that may affect communication and language |  |  |  |
| The ways in which children may use play and behaviour to communicate |  |  |  |
| Barriers to effective communication |  |  |  |
| Ways to address barriers to effective communication |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **1.8b Additional AWIFEYCC learning outcomes**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Identify and use a range of communication methods that are appropriate to the age, abilities and level of development of the children in your care to meet their needs and preferences |  |  |  |
| Take action if you observe any changes in a child’s communication |  |  |  |

## 1.9 Welsh language and culture

**The importance of Welsh language and culture for children’s care, play, learning and development**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.9a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| **Legislation and national policies for Welsh language** |  |  |  |
| The advantages of being bilingual and multilingual on children’s care, play, learning and development |  |  |  |
| The importance of recognising and supporting Welsh language and culture |  |  |  |
| Language acquisition and methods to support children to learn new languages |  |  |  |
| The importance of supporting opportunities and activities that develop children’s knowledge and understanding of Welsh culture and language |  |  |  |
| The importance of language choice on child-centred practice |  |  |  |
| The importance of Welsh language skills within the workplace to support a child’s and their family’s / carer’s communication and language needs, wishes and preferences |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **1.9b Additional AWIFEYCC learning outcomes**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Support the child’s and their family’s / carers’ communication and language needs, wishes and preferences |  |  |  |
| Adhere to legislation and policies |  |  |  |

## 1.10 Positive approaches for positive behaviour support

**How positive approaches can be used to support positive behaviour of children**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.10a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| What is meant by the terms **‘positive approaches’** and ‘positive behaviour support’ |  |  |  |
| Underlying causes that have an effect on the behaviour of children |  |  |  |
| The importance of working with children, their families / carers and others to identify and agree achievable goals and boundaries that will support positive behaviour |  |  |  |
| The importance of consistent approaches and responses to children to support positive behaviour |  |  |  |
| Skills and techniques that can be used to support and encourage children’s positive behaviour |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **1.10b Additional AWIFEYCC learning outcomes**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Embed the use of positive approaches |  |  |  |
| Follow workplace / setting policies and procedures that are in place for behaviour support |  |  |  |

## 1.11 Change and transitions in children’s care, learning, development and play

**How change and transitions impact upon children**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.11a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| The types of change and transitions that may occur in the course of a child’s life |  |  |  |
| Factors that make these changes and transitions either positive or negative |  |  |  |
| How to support children to develop the skills, confidence and knowledge that will prepare them for change and transitions |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **1.11b Additional AWIFEYCC learning outcomes**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Support the types of change and transitions that may occur in the course of a child’s life |  |  |  |
| Take account of the factors that make these changes and transitions positive or negative |  |  |  |
| Support children to develop the skills, confidence and knowledge that will prepare them for change and transitions |  |  |  |

## 1.12 Beliefs, values and life experiences

**How own beliefs, values and life experiences can affect attitude and behaviour towards children and their families**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.12a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| The impact of own attitude and behaviour on children and their families |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **1.12b Additional AWIFEYCC learning outcomes**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Reflect on how your attitude and behaviour impact on the children and families you support |  |  |  |

## Glossary

**The legislation, national policies, guidance, standards and frameworks include:**

* United Nations (UN) Convention on the Rights of the Child and the seven core aims developed by Welsh Government

Seven core aims:

* have a flying start in life (the early years)
* have a comprehensive range of education and learning opportunities
* enjoy the best possible health and are free from abuse, victimisation and exploitation
* have access to play, leisure, sporting and cultural activities
* be listened to, treated with respect, and have their race and cultural identity recognised (participation in decision making)
* have a safe home and a community which supports physical and emotional well-being
* not be disadvantaged by poverty.
* European Convention on Human Rights
* Human Rights Act (1998)
* Equality Act (2010)
* 10-year workforce development plan for early years childcare and play
* Wales – A Play Friendly Country (Welsh Government 2014)
* The Children`s Act 1989 and 2004
* The Well-Being of Future Generations (Wales) Act 2015.

The **codes of conduct and professional practice** should include the *Code of Professional Practice for Social Care*, the NHS Wales *Code of Conduct for Healthcare Support Workers in Wales* where relevant.

**Activities and experiences** refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as outdoor play, free play, role play, mark making, playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.

**Risk:** **When discussing risk-taking the types of risk to be supported could include:**

* physical risks
* emotional risks
* behavioural risks
* environmental risks.

**Legislation and national policies for Welsh language to include:**

* A Curriculum for Wales, A Curriculum for Life. Welsh Government 2015
* Cymraeg 2050: A million Welsh speakers by 2050
* Welsh-medium Education Strategy
* Welsh-medium Education Strategy: Next Steps
* Welsh Language Standards (No.7) Regulations 2018
* Welsh in Education Strategic plan (local).

**Positive approaches** are based upon the principles of person-centred care:

* Getting to know the child
* Respecting and valuing their histories and backgrounds and understanding:
* their likes and dislikes
* their skills and abilities
* their preferred communication style and support structures
* Understanding the impact of their environment upon them and using this to identify ways to support people consistently in every aspect of the care they receive.

Developing good relationships is fundamental, and positive approaches should be used at all times. They are essential when someone is stressed, distressed, frightened, anxious or angry and at risk of behaving in such a way that is challenging to their safety and/or the safety of others.

Positive approaches involve working with the child and their support systems to:

* try to understand what someone is feeling and why they are responding in the way they are
* where possible, undertake any required changes and intervene at an early stage to try and prevent difficult situations at all
* understand what needs to be planned and put into place to support the child to manage distressed and angry feelings in a way that reduces the need for behaviour that challenges any restrictions.

**Transitions** may include starting nursery for the first time, moving from nursery to school, moving home, death of a loved one, parental relationship breakdown, the birth of a sibling, other changes affecting the child or young person.