

# Highland ELC Learning Framework

January 2024; for update June 2024

## Planning for effective CPL

CPL activity only improves practice for individuals or settings if:

- It is chosen based on robust self-evaluation
- There is a plan for implementation of learning

All staff, along with children and families, should be involved in on-going setting self-evaluation led by the appropriate managers, and based on practice guidance such as *Realising the Ambition*, inspection frameworks, and feedback from Education Scotland, Care Inspectorate, and Quality Assurance visits. This can be supported by Early Years Education Support Officers as needed.

In addition, every member of staff should have an annual ERD review, ongoing support and supervision as described in Highland guidance, as well as continuous reflective conversations as an individual and as a team with setting managers.

Those two processes will provide information about both the strengths and areas for improvement of a setting. The annual improvement plan will incorporate these, as well as setting out how they can be addressed in a sustainable and practicable way. Any planned improvement should include a clear idea of what is intended to change, and how these changes will be measured, including their impact. This can be a complex process, and EYESOs and other support professionals can support the planning as needed.

An important aspect of self-evaluation is ensuring all staff have had opportunities for CPL that meet their needs and the needs of the setting. To help prioritise, this framework divides learning into:

Mandatory	Required by the Care Inspectorate or others so as to be able to work in a safe ELC setting
Core	Every manager and member of staff should be confident with these
Additional	This is content that it is good to cover, and choosing this will depend on setting and individual self-evaluation, and whether core learning is complete

Managers should keep track of whether staff have done the necessary Mandatory and Core Learning, or whether they need to refresh training (e.g., for child protection or first aid). This should be reviewed at least annually, or when new staff join, as part of the ERD.

The outline recommended process is shown on the following page.

### Outline Process for Effective CPL

#### Stage one: self-evaluation

##### Setting level:

- Improvement planning
- Collegiate discussions
- EYESO, CCM support

##### Practitioner level:

- ERD
- Reflective practice
- EYESO, CCM support

#### Stage two: make a plan for implementation

##### Consider and record:

- What gap in practice or provision is this to address?
- What will be different as a result?
- How will we evidence this?

#### Stage three: identify and undertake CPL activity

##### This could include:

- Linking with another setting that has practice to share
- Using online or printed sources\*
- Accessing recorded trainings via ELC blog
- Commissioning bespoke training for setting from EYESO, or others, e.g., Speech & Language, Psychological Service
- Attending virtual or physical training

\* the ones signposted in this framework should be used primarily

#### Stage four: implement practice & provision changes

##### Make changes and evaluate

- Use the implementation plan
- Evaluate as you go along:
  - Whether planned changes are being made
  - The impact for children, families & staff
- Adjust plan as necessary

## **How can we access CPL opportunities?**

There are various sources for capacity building that setting managers can consider, including, but not limited to, the following:

### *Other settings*

Every setting has strengths and areas for improvement, and it is possible that a given setting will have an area of strength that corresponds to an improvement need in another. Early Years Practitioners can effectively learn from each other and share skills and resources. Where it is helpful, EYESOs have a role in connecting up settings, and helping to support local networks for sharing good practice and improvements

### *The ELC Blog*

The ELC Blog is always developing, and includes support resources for settings on a range of issues, with accompanying exemplars of good practice. This is a responsive process, in that staff are very welcome to contribute examples of their own or to highlight where there are gaps – the link EYESO is the first contact for these.

### *Collegiate staff study*

Setting managers, after consulting with EYESOs or CCM as appropriate, may consider that books, literature, or online resources, provide enough material for improvement ideas, and prioritise staff time for *collaborative* study and reflection. EYESOs can recommend resources, and support adaptation of ideas to Highland approaches and principles.

### *Training courses*

In response to consultations with staff, training courses are increasingly offered to clusters of settings, or sometimes in-house on a bespoke basis by EYESOs or CCM as appropriate. This allows training to be customised to the needs of each setting or group of staff. EYESOs have developed a wide range of materials, available on the [ELC blog](#) to support staff and managers in key processes including planning, observations, tracking learning, etc.

Many of these inputs are now available online and can be accessed at any time, either for self-study or for setting managers to use in leading training in their own settings. Even when staff have experienced face to face training, they can always go back to the online versions for a refresher.

We also include online or recorded trainings that are available from outwith Highland – for example the national CPL modules – and the content available via the SSSC directory.

In addition, a wide range of face-to-face trainings are provided on the traditional model where this is most effective. For example this is essential for issues such as First Aid. These courses are advertised on the online CPD calendar in the usual way and managers should

check the calendar from time to time as courses are added through the session. They are also welcome to highlight any urgent gaps in provision of training as needed.

The CPD trainings are divided into Core and Additional. It is required that all staff will experience the Core CPD, and usually this will be fully covered before Additional items are accessed. It is for setting managers to keep track of this through the annual ERD reviews and otherwise. A simple suggested audit tool is provided.

### **CPL structure and directory**

This is divided into 3 parts, as noted above:

Mandatory Learning	Required by the Care Inspectorate or others so as to be able to work in a safe ELC setting
Core Learning	Every manager and member of staff should complete these over time
Additional Learning	This is content that it is good to cover, and choosing this will depend on setting and individual self-evaluation, and whether core learning is complete

### **Mandatory learning**

*For everyone:*

Every member of staff and manager must undertake and refresh Child Protection Training as per Highland guidance.

Highland CPC <i>Recognition and Response</i> training	<a href="#">CPC training calendar</a>
NHS Education Child Protection Training	See <a href="#">HCPC signposting</a>
CALA online	See <a href="#">HCPC signposting</a>

*Induction:*

All staff starting a new role in ELC should undertake Induction CPL, according to [this guidance](#). In addition, Highland have six weeks of virtual support for all early years staff which also links with the National Induction and SVQ 3 studies. This is for all new staff and staff who want to access the support as part of their CPL and practice. Managers can book staff onto these via their link EYESO.

*Must be trained staff on floor at any time:*

It is essential that *at any time there are staff on the floor trained in the following*. It is not necessary that all staff are trained in all of them, so long as all mandatory training is covered by staff on the floor at any one time. It is for setting managers to keep records and ensure that all staff are adequately trained, and that trained staff are always present and available. If courses are not available as needed, managers should contact their Childcare Manager to discuss needs.

Course	Available via
Paediatric First Aid (6 hours)	Traineasy or CCM
Elementary food hygiene	Traineasy or CCM
Risk Assessment	Traineasy or CCM
Administration of medication in ELC	<a href="#">Care Inspectorate Bitesize</a> Traineasy or CCM
Infection control	Traineasy or CCM
Intimate care (if relevant)	Traineasy or CCM
Allergen Awareness	<a href="#">CALA online training</a> Traineasy or CCM

In addition, training in Administration of medicines can be sourced through discussion with Family Resource Coordinators.

### Core Learning

These are topics that all managers and staff need to feel confident about. The following table outlines the core offer, some of which are training opportunities, while some are self-study resources. A further section indicates Additional CPL resources to take learning further, including Highland and national materials.

Topic	CPL resources
ELC National Induction	See above
Realising the Ambition	All staff should read and become familiar with the <a href="#">National Practice Guidance</a>
Child development and Developmental Overviews	Training bookable via <a href="#">CPD Calendar</a> from 8/24 Recorded version at [link] from 8/24
Early support for children's development	Self-study familiarisation with <a href="#">Bumps2Bairns</a>
Words Up Level 1	Online on <a href="#">Highland Literacy Blog</a> Training videos on <a href="#">Bumps2Bairns</a>
Children's Rights in ELC	Learning Through Rights in the Early Years: Weaving the UNCRC through Policy, Provision and Everyday Practice Learning Through Rights in the Early Years: Reflection and Self-Evaluation Tool

	<a href="https://padlet.com/jogi_sunil/rights-based-approach-in-early-years-1l6jyeu7hvevtka4">https://padlet.com/jogi_sunil/rights-based-approach-in-early-years-1l6jyeu7hvevtka4</a>
Planning	Resources on <a href="#">ELC Blog</a> NB – please scroll to end of that page for: <ul style="list-style-type: none"> <li>• Approaches to planning training (recording)</li> <li>• Approaches to planning slides</li> <li>• Other planning documents</li> </ul>
Profiling	Guidance on <a href="#">ELC Blog</a>
Observations	Resources on <a href="#">ELC Blog</a> <ul style="list-style-type: none"> <li>• Quality observations slides</li> <li>• Supporting documents</li> </ul>
Personal Care Plans	Resources on <a href="#">ELC Blog</a> <ul style="list-style-type: none"> <li>• Being me bitesize (recording)</li> <li>• Supporting documents</li> </ul>
Self-evaluation	Resources on <a href="#">ELC Blog</a> <ul style="list-style-type: none"> <li>• Self-evaluation in ELC (recording)</li> </ul> <a href="#">Care Inspectorate Bitesize</a>
Maths and Numeracy	Early Level <a href="#">Maths &amp; Numeracy Progression</a> Resources on <a href="#">Highland Numeracy Blog</a> : <ul style="list-style-type: none"> <li>• Language of Maths</li> <li>• Real world use of maths</li> <li>• Curiosity, creativity and confidence</li> <li>• Spatial awareness</li> <li>• Understanding numbers</li> <li>• Multiplication &amp; division</li> </ul> Early/First level: <ul style="list-style-type: none"> <li>• Story problems multiplication &amp; division</li> <li>• Story problems addition and subtraction</li> </ul>
Literacy	See Words Up, above Emerging Literacy resources on <a href="#">Highland Literacy Blog</a>
Quality Interactions	Resources and recording on <a href="#">ELC Blog</a>
Additional Support Needs essentials	Bookable via <a href="#">CPD Calendar</a> Recorded link available from 3/24
Family Engagement	Resources on <a href="#">ELC Blog</a>
Staff wellbeing	<a href="#">ELC Wellbeing Hub</a> <a href="#">Early Years Scotland wellbeing pages</a> <a href="#">Highland Psychological Services Information and Resources</a> <a href="#">Clear Your Head</a>
Outdoor Learning	Resources on <a href="#">Highland Digital Schools Hub</a> Session 1: Introduction Session 2: Practical Considerations Session 3: Design Play Principles Session 4: Spaces within your setting

	<p>Session 5: Spaces beyond your setting Session 6: Risk Assessment</p> <p>Other resources:</p> <p><a href="#">My World Outdoors</a> from the Care Inspectorate</p> <p><a href="#">Out to Play - Care Inspectorate</a></p> <p><a href="#">Delivering High Quality Play and Learning Environments Outdoors - Care Inspectorate</a></p> <p><a href="#">Loose Parts Play</a></p> <p><a href="#">Managing Risk in Outdoor Learning &amp; Outdoor Learning Risk Benefit Tool</a></p> <p><a href="#">Examples of good practice from Highland settings</a></p> <p><a href="#">Get the bairns oot! An outdoor kindergarten in Norway</a></p>
High quality ELC environments	Recorded <a href="#">bitesize training</a> Powerpoint & resources on <a href="#">ELC Blog</a>
ELC Gaelic (as needed)	<p>Resources on <a href="#">ELC Blog</a></p> <ul style="list-style-type: none"> <li>• Bilingualism</li> <li>• Stages of Second Language Acquisition</li> <li>• Total Immersion</li> <li>• Play and Learning: Language</li> <li>• Play and Learning: Approaches</li> <li>• The Use of Song in Language Acquisition</li> </ul>
EAL for ELC (as needed)	<p>Supporting EAL Pupils in Nursery - <a href="#">recording by the EAL Team</a></p> <p>Other information from <a href="#">EAL Team</a></p>

## Additional CPL resources

Topic	CPL Resources
Words Up level 2	Bookable via <a href="#">CPD Calendar</a> Or contact local Speech and Language therapists
Additional Support Needs – further CPL and specific issues	Links to all resources on <a href="#">Bumps2Bairns</a> <a href="#">EASEYS</a> resources
Supporting language development	<a href="#">Scottish Government Online Module 3 - Language &amp; Literacy</a> <a href="#">Words Up Key Message examples for reflection</a> <a href="#">Highland Literacy Progression: Listening &amp; Talking section – clickable links</a> <a href="#">Supporting Young Children's Vocabulary</a>
Literacy	<a href="#">Emerging Literacy ELC Training videos and materials:</a> <ul style="list-style-type: none"> <li>• <a href="#">Concepts of Print</a></li> <li>• <a href="#">Phonological Awareness</a></li> <li>• <a href="#">Oral Language</a></li> <li>• <a href="#">Pre-handwriting</a></li> </ul> <a href="#">Examples of good practice from Highland settings</a> <a href="#">Realising the Ambition, pages 70-73</a> <a href="#">Scottish Government Online Module 3 - Language &amp; Literacy</a> <a href="#">Scottish Book Trust Book List for 0-2 Year Olds</a> <a href="#">Scottish Book Trust Book List for 3-5 Year Olds</a> <a href="#">Getting Ready to Read - Care Inspectorate</a>
Numeracy and maths	<a href="#">Scottish Government Online Module 7 - STEM</a> <a href="#">Examples of good practice from Highland settings</a> <a href="#">STEM Practice at Sunflower Family Nurture Centre Fife</a>
Health & wellbeing	<a href="#">Nappy Changing Guidance for Early Years and Childcare Services</a> <a href="#">ERIC resources on bowel and bladder health</a> <a href="#">Improving Children and Young People's Understanding of their Wellbeing</a> <a href="#">Setting the Table - Health Scotland</a> <a href="#">Food Matters - Care Inspectorate</a> <a href="#">Eat Well Guide</a>

	<a href="#">Pants the Underwear Rule - NSPCC</a> <a href="#">Road Safety Learning - Early Years</a>
Staff wellbeing	<a href="#">ELC Wellbeing Hub</a> <a href="#">Highland Psychological Services Information and Resources</a> <a href="#">Clear Your Head</a>
Social factors, adversity and inequality	<a href="#">Realising the Ambition, Section 3.6</a> <a href="#">Level 2 trauma informed</a> <a href="https://hcpc.scot/training/training">https://hcpc.scot/training/training</a> <a href="#">Highland Realising the Ambition bitesize session - Adversity and Trauma</a> <a href="#">NHS video Sowing the Seeds</a> <a href="#">Scottish Government Module 1 - Understanding Social Factors which may Impact on Children's Outcomes in Early Years</a>
STEM (Sciences, Technology, Engineering and Mathematics) See also Numeracy and Maths for links to Highland Council training sessions	<a href="#">Scottish Government Online Module 7 - STEM</a> <a href="#">Examples of good practice from Highland settings</a> <a href="#">STEM Practice at Sunflower Family Nurture Centre Fife</a> <a href="#">How good is our early learning and childcare? QIs 3.2 and 2.2</a> <a href="#">The National Standard - Criteria 2</a>
Working with families	<a href="#">Scottish Government Module 2 - Supporting Parents to Further Engage in their Child's Learning</a> <a href="#">Home Learning Environment - Parentzone</a> <a href="#">Ways of Getting Involved - Parentzone</a> <a href="#">Highland Realising the Ambition bitesize session: Family Learning (Open in Google Chrome)</a> <a href="#">Leading Learning Together with Families - ELC Blog</a> <a href="#">Engaging Parents and Families - A Toolkit for Practitioners</a> <a href="#">How good is our early learning and childcare? QIs 2.5, 2.6, 2.7 and 3.1</a> <a href="#">Developing Nurturing Relationships in Early Years Dundee</a> <a href="#">The Lighthouse Keeper Joint Transition Project</a> <a href="#">How staff involve parents in their children's learning - Ladybird Nursery School</a> <a href="#">What is Family Learning?</a> <a href="#">Playful Families - Play Scotland</a>

	<a href="#">Learning Together</a> <a href="#">The National Standard - Criteria 2 and 5</a> <a href="#">Learning at home with science boxes - West Kilbride Primary School</a>
GIRFEC	<a href="#">GIRFEC and the Highland Practice Model</a> <a href="#">How good is our early learning and childcare? QI 3.1</a> <a href="#">Funding Follows the Child and the National Standard - p 4-7</a>
Transitions	<a href="#">From Home to Early Learning and Childcare - Parentzone</a> <a href="#">Using Play Based Learning to Support Transition from ELC to P1</a> Transitions bitesize – online from August 2024 <a href="#">How good is our early learning and childcare? QI 2.6</a> <a href="#">Scottish Early Childhood and Families National Transitions Statement</a>
Risk taking	<a href="#">Managing Risk in Play Provision</a>
Gender Balance and Equality	<a href="#">Realising the Ambition, Section 3.7</a> <a href="#">Supporting Gender Balance and Equality - Parentzone</a> <a href="#">Improving Gender Balance and Equalities 3-18</a> <a href="#">Gender Equal Play in Early Learning and Childcare</a> <a href="#">Improving Gender Balance and Equalities 3-18</a> <a href="#">How good is our early learning and childcare? QI 3.1</a>
Leadership	<a href="#">Realising the Ambition, Section 5</a> <a href="#">Pedagogical Leadership in Early Learning and Childcare</a> <a href="#">How good is our early learning and childcare? QIs 1.2 and 1.3</a>
Creativity	<a href="#">Our Creative Journey - Care Inspectorate</a> <a href="#">Highland Realising the Ambition bitesize session - Confidence, Creativity and Curiosity</a> <a href="#">How good is our early learning and childcare? QIs 3.3, 1.3 and 2.2</a> <a href="#">Development of creativity through play at Ballogie Nursery</a> <a href="#">Creativity infographics</a>
Gaelic Medium resources	<a href="#">Draft Gaelic Early Years Learning and Childcare Guidance</a> <a href="#">Supporting the Early Years in Gaelic Medium Education</a>

	<p><a href="#"><u>Advice on Gaelic Medium Education - Total Immersion</u></a></p> <p><a href="#"><u>Improving the Gaelic Medium Curriculum</u></a></p> <p><a href="#"><u>How good is our early learning and childcare? - Gaelic version</u></a></p> <p><a href="#"><u>Highland Online Training Sessions for Early Years Staff in Gaelic Education</u></a></p> <p><a href="#"><u>Seiseanan Trèanaidh Air-loidhne do Luchd-obrach nan Tràth-ìrean ann am Foghlam Gàidhlig</u></a></p>
Notifications	<p><a href="#"><u>Care Inspectorate bitesize session - Quick Wins: Notifications</u></a></p>



