

The Common Core

The Common Core is a description of the skills and knowledge required by the whole workforce for children and young people, and is expected to be the basis of inter-agency workforce planning, induction and training with the goal of establishing a shared language and greater understanding across the whole workforce.

Integrated Qualifications Framework

The Government is committed to create an Integrated Qualifications Framework by 2010 to support more flexible career pathways and movement across sectors. Over time, all training and qualifications will identify the relevant Common Core and appropriate occupational standards.

Common Core values and definitions

Core Values	Definition
Effective communication and engagement	Skills such as listening and building empathy; summarising and explaining consultation and negotiation. Knowledge on how communication works; confidentiality and ethics; sources of support and the importance of respect.
Child and young person development	Skills such as observation and judgement; empathy and understanding Knowledge on understanding context; understanding how babies, children and young people develop, being clear about your own job role and reflection and improvement.
Safeguarding and promoting child welfare	Skills such as developing respectful relationships, involving children in decision making and understanding the ways and signs in which children maybe harmed and making considered judgements. Knowledge on legal and procedural frameworks, wider context of services and self-knowledge.
Supporting transitions	Skills such as identifying transitions and providing support. Knowledge on how children and young people respond to change; when and how to intervene.
Multi-agency working	Skills such as communication, teamwork and assertiveness. Knowledge such as; 'your' role and remit, how to make queries, procedures and working methods, the law and policies and procedures.
Sharing information	Skills such as information handling, clear communication and engagement, knowledge on the importance of information sharing, roles and responsibilities, awareness of complexities and awareness of laws and legislation.



Contact details

Workforce Development team

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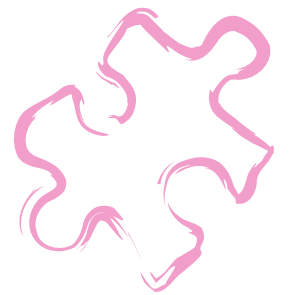
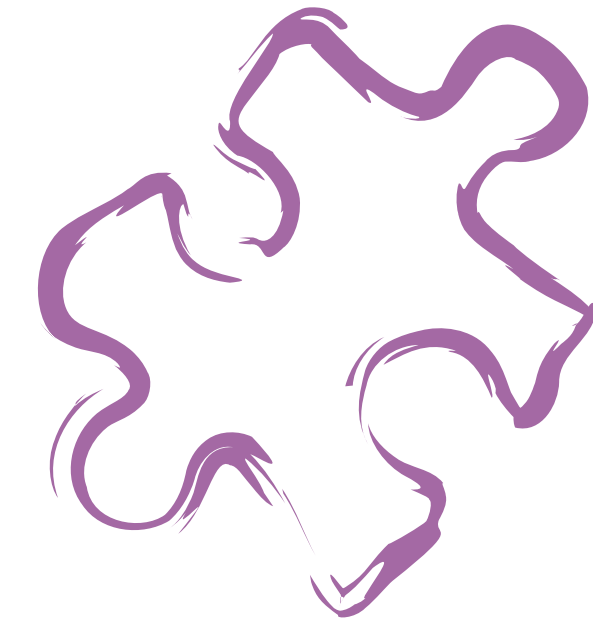
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This guide has been produced in collaboration with the Learning Skills Council



Childcare Workforce Training and Development

A guide to selecting training providers

Who is the Guide for?

This guide is to help employers in the Children's Workforce including Early Years, Education and Childcare to be more informed and confident when considering commissioning training providers - and aims to give questions which should be asked before, during and after dealing with them.

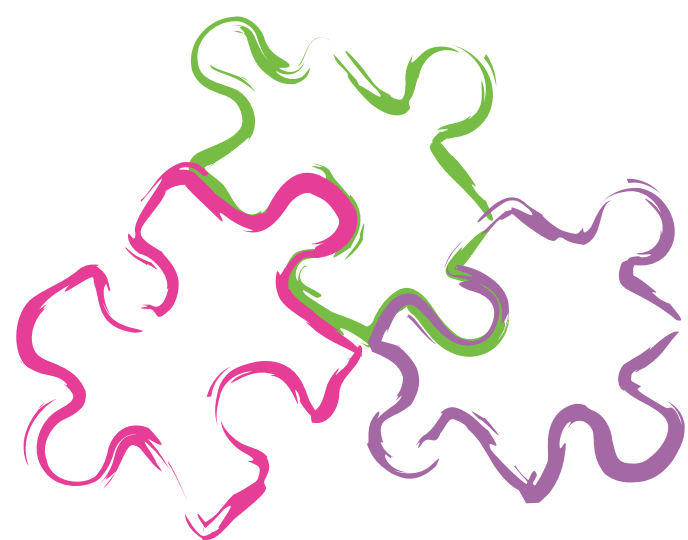
All training should contribute to delivering the points below, focusing on:

Quality - Developing capability of those working with children, young people and their families, based on a Common Core of skills and knowledge across sectors; an Integrated Qualifications Framework; and professionalising programmes and establishing Level 3 qualifications as the minimum for non-graduates in the workforce.

Leadership and Management - Supporting leaders, seniors and middle managers to perform to their best using a Professional Development Framework (Leading and Managing Children's Services in England) and developing models of effective supervision in integrated children's services.

The development of this agenda is supported by the members of Children's Workforce Network which includes:

- Children's Workforce Development Council
- Training and Development Agency
- National College for School Leadership
- Skills for Health
- General Teaching Council
- Creative and Cultural Skills
- Skills Active
- Lifelong Learning UK



Before you embark on any training....take a look at our tips and hints

Research the market

- High quality training is essential - Look at a range of different training providers and see what they say they can offer.
- Talk to other childcare providers, colleagues, staff, Local Authorities and employer groups.
- The Local Authority has their own approved training provider list and the Workforce Development Team can advise on funding availability.
- Check that qualifications are on 'The New Qualifications List for those delivering the Early Years Foundations Stage' by visiting www.cwdcouncil.org.uk/qualifications-list
- Try to understand the different 'styles' of training and development available, for example: full NVQ's (need to find out what is underpinning - taught key skills learning is needed); provision at higher levels, including individual modules or foundation degrees, short courses, apprenticeships, work, home based or classroom based.

Get references

- Talk to other employers, colleagues, contact the Workforce Development Team who have knowledge of training providers' achievements.
- Ask training providers for a list of organisations that they have provided training for in the last year. Contact some of these and ask them how they felt about the provider, ask what went well and what went less well. Did they feel they got value for money and would they use the provider again?
- Have they won any awards or accolades linked to training of their workforce?
- Look at inspection reports from Ofsted for further education and private sector providers and QAA for higher education.
- Have they met the CWDC's Training Quality Standards (TQS)?
- Look at Awarding bodies and ask for copies of External Verification reports

Best practice in selecting training & development

Before making contact (or if you are contacted by a training provider, cold calling is not a professional way of working) with any potential training and development providers you should consider a number of key questions;

What is it that you need to achieve?

- What do you want the training and development to achieve for you as an employer and for the learner? Is it part of your Training and Development Plan, or SEF report from Ofsted?
- How have you identified the needs of you workforce? (for example do you undertake personal development planning with your staff?)
- Is this part of a long term workforce plan for all or some of your staff?
- Where appropriate, is your committee, governing body or business owner in support of your plans?
- Does the time scale given by the provider allow for all of the necessary underpinning knowledge to be acquired?
- What additional qualities will this training give to you and your setting?

Who is it for?

- Have you consulted with your staff?
- Is this a one-off (workshop) or something that might form part of a bigger package of activity?
- Have you considered other settings in your area that you could work with in partnership on training? This could share costs.
- At what level is the training needed? e.g. new starter, manager
- Is it for a single member of staff, a group of staff or all staff?
- Are there any specific needs to be considered for individuals to be involved? e.g. accessibility, reading, writing and numeracy or English as an additional language.

When do I need it to be completed?

- Is it tied into statutory or regulatory requirements?
- Can it be phased over time?
- How will it fit with staff rota's and holidays?

Where will it need to take place?

- Is it something that can be done on your premises or will it be more beneficial or practical for it to take place elsewhere?
- Will it involve an element of workplace learning that would need to be managed? If so, is there the capacity and resources to meet the full requirements of the training/development?

How do I want the training to be delivered?

- Day, evening, weekends or a mixture?
- Delivered by a trainer, e-learning, paper-based materials or a 'blended' mixture?

Is accreditation important?

- There are basically two forms of training and development; 'accredited' which leads to learners who successfully complete receiving a qualification (for example an NVQ in childcare, Learning and Development) and 'non-accredited' which does not lead to a recognised qualification but should provide a certificate to learners successfully completing. Both should result in more competent workers.

