**GM REFLECT competencies**

**Training Provider Audit Tool**

**Context**

**GM REFLECT** is a single framework designed to support integrated working, training and professional development across a GM multi-agency early years workforce. The **GM REFLECT** competencies identify the skills, knowledge, abilities, and characteristics that everyone who works with young children and families from conception to age 5 is expected to have. These are captured within a number of competency statements and enables practitioners to carry out a self-evaluation of their skills, knowledge, abilities and characteristics to help identify strengths and areas for further professional development. It also links to training and resources to help support development and learning if confidence is low in a certain area.

**Aim and Purpose of the Audit Tool**

The framework below has been developed to align the **GM REFLECT** *competencies*, which are outlined on the framework to any Early Education and Childcare training that is commissioned within Greater Manchester. It is intended that training providers identify where their training aligns to the competencies below, and to identify where an additional focus may be required.

This aims to:

* Develop a consistent approach to provide learners with a high-quality learning experience. Which ensures learners are supported to be ready to practice, by having developed the skills, knowledge, abilities and characteristics that everyone who works with young children and families from conception to age 5 is expected to have.
* Support training providers to identify how their training packages align with the requirements identified, by the Early Years sector within Greater Manchester.

**Completing the Audit Tool.**

Please complete the framework below, with details of the course and modules. An example document is available to demonstrate what information should be included.

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| **Please insert Training Provider and Course details below:** |
| **Name of Training Provider:** |
| **Course Title:** |
| **Course units:** |

**Table to identify how to map training to the GM REFLECT competencies.**

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| **GMCA EY Workforce Competency Framework** | | **Level 3 Diploma (Early Years Educator)** | |
| **Tier 2: Early Years Practice**  **Components** | **Summary of Core Competencies** | **Please list the units that cover each of the GM workforce core competencies.** | |
| **Units that support GM competencies** | **Where additional focus is required** |
| ***Speech, Language and Communication (SLC):*** | ***This component requires the Early Years workforce to have sound knowledge and understanding of:*** |  |  |
| *Early language acquisition impacts on all aspects of young children’s development. It contributes to their ability to manage emotions and communicate feelings, to establish and maintain relationships, to think symbolically, and to learn to read and write.*  *Parents and early years practitioners play a significant role in helping to support and improve children’s language development. Talking, reading, singing and playing accompanied nurturing adult interactions provides the best support for emerging language development.*  *We need to make sure that every practitioner working with young children and families operates from a minimum foundation of knowledge and understanding of the importance of Speech, Language and Communication Development, how they can support learning and development for all children and support early identification and intervention for children with speech, language and communications needs (SLCN).* | **SLC1:** The importance of SLC development in the Early Years and the impact of SLC difficulties on a child’s life chances. |  |  |
| **SLC2:** The emergence of typical communication and language development for babies and children (beginning in pregnancy). |  |  |
| **SLC3:** Statutory EYFS requirements and Development Matters non-statutory guidance for Early Years and Childcare providers to support children’s Communication and Language Development. |  |  |
| **SLC4:** SLC terminology related to:   * Speech (how we talk) * Language (what we say) * Communication (inc. verbal and non-verbal) |  |  |
| **SLC5:** How to identify a child who may be experiencing speech, language and communication difficulties and how to raise concerns within an early years setting. |  |  |
| **SLC6:** Promoting a positive communication environment, including both the physical environment and the way in which adults interact with young children. |  |  |
| **SLC7:** Importance of the Home Learning Environment (HLE) and how to support parents to understand their central role in developing their child’s SLC, supporting with any SLC needs and making SLC improvements to the HLE. |  |  |
| **SLC8:** Relevantwebsites and resources such as the BBC Tiny Happy People, National Literacy Trust: Better Health Start For Life Campaign, Talk to Your Baby.etc |  |  |
| **SLC9:**  Evidence-based strategies to support children’s SLC development, such as the WellComm Big Book of Ideas. |  |  |
| **SLC10:** The links between Special Educational Needs and Disability (SEND) and associated Speech, Language and Communication Needs for many children. |  |  |
| **SLC11:** The benefits for children of being multi-lingual and knowing how to best support multi-lingual children to develop their speech, language and communication. |  |  |
| ***Social and Emotional Development and Wellbeing (SEDW):*** | ***This component requires the Early Years workforce to have sound knowledge and understanding of:*** |  |  |
| *Children’s social and emotional development and well-being is crucial for children to thrive and to lead healthy and happy lives and is fundamental to their cognitive development. Social and emotional development is a child’s ability to experience, express and manage their emotions and feelings, develop positive relationships, a positive sense of self, and explore their environment with curiosity and confidence.*  *Research shows that the development of an infant’s brain is shaped by the interactions they have with their earliest caregivers. The basis of attachment theory is that primary care givers who are available and responsive to young children’s needs, allow them to develop a secure base for them to explore the world. This is vital for children’s Social and Emotional Development and Well-being.*  *We need to make sure that every practitioner working with young children and families operates from a minimum foundation of knowledge and understanding of the importance of supporting children’s SEDW and the core competencies set out here provide a framework of knowledge and skills for practitioners working with early years children to support children’s SEDW.* | **SEDW1:** The holistic way in which young children develop and learn and the importance of children’s social and emotional development and wellbeing. |  |  |
| **SEDW2:** The importance of establishing and modelling positive relationships with children, parents and other professionals. |  |  |
| **SEDW3:** Statutory EYFS requirements and other non statutory guidance for Early Years and Childcare providers to support children’s Personal, Social and Emotional development (PSED) |  |  |
| **SEDW4:** How to observe and assess children’s social and emotional development, including use of the Ages and Stages Questionnaire for Social and Emotional Development (ASQ SE) |  |  |
| **SEDW5:** How concerns about a child’s social or emotional development may indicate Special Educational Needs or disability (SEND) and knowing that the SEND Code of Practice provides statutory guidance for anyone working with or supporting children 0-5 years with SEND. |  |  |
| **SEDW6:** The importance of attachment and how secure relationships with parents and caregivers help infants and children to develop healthy and rewarding relationships throughout their life. |  |  |
| **SEDW7:** How to help parents to understand their role in shaping their child's personal, social and emotional development which includes support with healthy eating, sleeping and toileting. |  |  |
| **SEDW8:** The importance and impact of secure relationships on a child’s emotional wellbeing, including an understanding of the role of key persons in Early Years settings. |  |  |
| **SEDW10:** The importance of consistent messages, managing children’s behaviour in a consistent and positive way that supports their confidence, independence, builds resilience and perseverance. |  |  |
| **SEDW11:** How children’s behaviour is a way of expressing how they are feeling and that expectations for children’s behaviour and how they manage their feelings are related to their age and stage of development. |  |  |
| **SEDW13:** Possible causal factors of challenging or withdrawn behaviour which may be a learning or communication difficulty, or difficulties in the parent/child relationship. |  |  |
| ***Physical Development (PD):*** | ***This component requires the Early Years workforce to have sound knowledge and understanding of:*** |  |  |
| *Physical Development is a vital aspect of young children’s development and contributes significantly to a child’s health and emotional well-being, enabling them to pursue happy, healthy and active lives. PD supports children’s holistic development in all other areas of learning and development. This includes gross motor skills which provide the foundation for developing healthy bodies and social and emotional well-being; and fine motor control which helps with hand-eye co-ordination, later linked to early literacy.*  *NHS guidance advises that being physically active every day is important for the healthy growth and development of babies, toddlers and pre-school age children.*  *The core competencies set out here provide a framework of knowledge and skills for everyone working with early years children to support children’s Physical Development.* | **PD1:**  Typical stages of children’s physical development from birth to five years |  |  |
| **PD2:** Statutory EYFS requirements and other non statutory guidance for Early Years and Childcare providers to support children’s Physical Development. |  |  |
| **PD3:** Chief Medical Officer’s guidelines on the recommended daily levels of Physical Activity for Under 5s. |  |  |
| **PD4:** Importance of physical development as a vital part of a child’s emotional well-being and independence. |  |  |
| **PD5**: How to observe and assess children’s physical development, including use of the Ages and Stages Questionnaire (ASQ3) which is a parent-completed questionnaire that can be used to identify children at risk of Gross Motor or Fine Motor development delay and highlighting any need for further assessment. |  |  |
| **PD6**: Importance of providing information to parents on how they can support their child’s physical development at home, including how to sign up for the Healthy Start Vouchers scheme. |  |  |
| ***Play and Learning:*** | ***This component requires the Early Years workforce to have sound knowledge and understanding of:*** |  |  |
| *Play has a fundamental role in children’s development. Play provides opportunities to build confidence, relate to others, set personal goals and solve problems. Children learn by leading their own activities within their play, and by taking part in play which is guided by adults and other children.*  *Early Years Practitioners need to be able to stimulate children’s interests, respond to each child’s emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning.*  *The core competencies set out here provide a framework of knowledge and skills for everyone working with early years children to support children’s play and learning.* | **PL1:** Typical child development from 0-5 years. |  |  |
| **PL2:** EYFS characteristics of effective teaching and learning; how they support the holistic development of individual children and how they weave through all areas of learning, including;   * Play and Exploration * Active Learning * Creativity and Critical Thinking |  |  |
| **PL3:** Resources, opportunities and provocations that can be used to support and extend children’s play, including open-ended play, schematic play, block play, authentic resources; and how these support learning. |  |  |
| **PL4**: Supporting and enhancing play for children from different cultures and home backgrounds who may engage in play differently, reflecting differences in language, context, prior experiences and parental expectations. |  |  |
| **PL5**: Providing support and ideas for parents to support and develop children’s play and learning at home. |  |  |
| ***Pre-birth and Early Days:*** | ***This component requires the Early Years workforce to have sound knowledge and understanding of:*** |  |  |
| *We want all children in Greater Manchester to get the best start in life. The period from pre-birth to starting school is a critical period in terms of a child’s development, as they form relationships, develop language skills and develop cognitively, physically and emotionally at a faster rate than any other time in their lives.*  *This ‘Pre-birth and Early Days’ component has been developed to identify the competencies that are relevant particularly for staff working or volunteering with babies and families in the earlier stages of development including in Utero (pregnancy) and the first 6 weeks.* | **PB1**: The importance of the first 1001 days, starting in pregnancy, which are a critical time for development and also a time when babies are at their most vulnerable. |  |  |
| **PB2**: How a healthy brain and future mental health start to develop before a baby is born. |  |  |
| **PB3**: The meaning and key messages of **ICON** and ways to keep a baby safe:   * Infant crying is normal and it will stop. * Comfort methods can sometimes soothe the baby and the crying will stop. * It’s OK to walk away if you have checked the baby is safe and the crying is getting to you. * Never, ever shake or hurt a baby. |  |  |
| **PB4**: How to help parents understand and recognise things that could harm a baby’s development, or unsafe practices (including safer sleep messages). |  |  |
| **PB5**: The importance of mental and physical health of parents for their own wellbeing as well as the potential impact on the wellbeing and development of the infant. |  |  |
| **PB6**: What a baby can do, hear and understand, and how to support babies to thrive, including the benefits of Tummy Time. |  |  |
| ***Child and family health and wellbeing:*** | ***This component requires the Early Years workforce to have sound knowledge and understanding of:*** |  |  |
| *This component focuses on the main elements of the Healthy Child Programme which will be led by a health visitor and delivered by a range of practitioners across the health service and the wider children’s workforce.*  *The core competencies here provide a framework of knowledge and skills for front line early years practitioners across the wider workforce and are designed to ensure practitioners are familiar with and confident to share key public health messages.* | **CFH1**: Key messages about infant feeding and how and where parents can access support. |  |  |
| **CFH2**: The importance of healthy eating and physical activity for babies and young children. |  |  |
| **CFH3:** Key messages to support dental health and prevention. |  |  |
| **CFH4:** The importance of supporting children and families with transitions including preparing a child for starting early education/childcare in an age-appropriate way. |  |  |
| **CFH5**: The impact of living in poverty and how this can affect all aspects of a child’s development. |  |  |
| ***Engaging with Families:*** | ***This component requires the Early Years workforce to have sound knowledge and understanding of:*** |  |  |
| *All Early Years Practitioners need to have the confidence and skills to develop effective partnerships with families in order to enhance the relationships, experiences and development of the children with whom they work.*  *Working together in partnership can have long-lasting and beneficial effects and good communication with children and parents helps build trust, and encourages families to seek advice and use services.*  *Whilst most families will access early years services that are universally available, early years practitioners need to be able to assess and understand the needs of more vulnerable families who may require additional support in order to thrive and practitioners need to know how to help families access the support they need.*  *These competencies have been informed by the collaborative work within GMCA to develop a set of Early Years and High Needs design principles and aligned with the GM Early Help principles to ensure a consistent approach and language is used. The core competencies here provide a framework of knowledge and skills for everyone working with early years children and families to support them to effectively engage with families.* | **EF1**: Importance and benefits of engagement of parents and partners (and named family members), including vulnerable and seldom heard families. |  |  |
| **EF2:** Importance of creating a safe space where parents and children feel included, valued and empowered; choosing language carefully, avoiding abbreviations and jargon and tailoring information to meet the needs of families and communities. |  |  |
| **EF3**: Importance of demonstrating and understanding active listening and reflecting techniques and being able to constructively challenge families and colleagues. |  |  |
| **EF4:** Seeing families as assets, using a person centred, strengths based approach; and the importance of capturing the daily lived experience and voice of children and families. |  |  |
| **EF5**: Working closely with other professionals, e.g. Health Visitors, Social Workers and Schools to provide effective joined up support for the child and family. |  |  |
| **EF6**: Being able to recognise when safeguarding action is needed and work with others to implement effective arrangements to keep children safe. |  |  |