Standard 11: Professional Practice

Practising in a professional manner requires that individuals have skills, knowledge, values and attitudes appropriate to their role and responsibility within the setting. In addition, it requires regular reflection upon practice and engagement in supported, ongoing professional development.

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Component 11.1

All adults working within the setting can provide evidence that they have achieved levels of skills and knowledge appropriate to their role and responsibilities.

Component 11.2

All adults subscribe to a set of core principles, which inform all aspects of their practice in early childhood care and education settings.

Component 11.3

The setting supports and promotes regular opportunity for practitioners to reflect upon and review their practice and contribute positively to the development of quality practice in the setting.

Component 11.4

Adults within the setting are encouraged and appropriately resourced to engage in a wide variety of regular and ongoing professional development.

Component 11.5

Adults demonstrate sensitivity, warmth and positive regard for children and their families.

Component 11.1

All adults working within the setting can provide evidence that they have achieved levels of skills and knowledge appropriate to their role and responsibilities.

→ **Signposts for Reflection**

11.1.1 What levels of qualifications have been attained by adults working in the setting?

💭 Think about: (e.g.)
- National Framework for Qualifications level indicators
- Professional qualification requirements

11.1.2 Can adults working directly with children in the setting demonstrate that they have skills and knowledge in core areas appropriate to their role and responsibilities?

💭 Think about: (e.g.)
- Special needs

11.1.3 Are those in managerial roles qualified to at least Bachelor degree level or equivalent?

11.1.4 Are adults working in autonomous or supervisory positions qualified to at least Further Education and Training Awards Council (FETAC) Level 6 or equivalent?

11.1.5 Are all adults included for the purposes of calculating ratios of adults to children in the setting qualified to FETAC Level 5 or equivalent?

11.1.6 Are all other adults who are unqualified, or in the process of acquiring training and qualifications, treated as supernumerary in the setting?

11.1.7 Are adults working in support positions appropriately qualified?

11.1.8 What evidence can adults provide to demonstrate the levels of skills and knowledge they have achieved?

💭 Think about: (e.g.)
- Formal learning (e.g., qualifications, certified learning, etc.)
- Informal learning (e.g., portfolios of learning, experience, etc.)

Component 11.2

All adults subscribe to a set of core principles, which inform all aspects of their practice in early childhood care and education settings.

→ **Signposts for Reflection**

11.2.1 What are the key principles which guide and determine practice in your setting?

💭 Think about: (e.g.)
- Philosophy statement
- Professional code of ethics
- Voluntary code of practice
- National principles/standards
- National practice organisations' guidelines
- International guidelines

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- National legislation and regulations 👁 **See 15.1**

11.2.2 What processes demonstrate how your principles/vision statement influences practice in your setting?

💭 Think about: (e.g.)
- Team processes 👁 **See 10.4**
- Parental involvement processes 👁 **See 3.2**
- Consultation processes 👁 **See 4.1**
- Observation based practice 👁 **See 7.6**
- Curriculum/programme
- Research processes (e.g., library, internet, etc.)

Component 11.3

The setting supports and promotes regular opportunity for practitioners to reflect upon and review their practice and contribute positively to the development of quality practice in the setting. 👁 **See 8.1**

→ **Signposts for Reflection**

11.3.1 What processes are in place to allow practitioners time to reflect on their own practice, in order to identify areas where obtaining additional knowledge or changing approaches is necessary?

11.3.2 How often is time scheduled in your setting for group reflection and discussion about practice?

11.3.3 How are practitioners encouraged to share their experience and ideas regarding practice in the setting? 👁 **See 16.1**

Component 11.4

Adults within the setting are encouraged and appropriately resourced to engage in a wide variety of regular and ongoing professional development.

→ **Signposts for Reflection**

11.4.1 In what type of professional development activity do adults working in the setting participate?

💭 Think about: (e.g.)
- Conferences
- Workshops
- Cluster groups
- College level courses and seminars
- Online courses and Internet resources
- In-service, summer courses
- Compiling or consulting a resource library
- Staff exchanges
- Observation of other practitioners/settings
- Mentoring and coaching

11.4.2 How are practitioners encouraged to engage in professional development?

💭 Think about: (e.g.)
- An achievable, realistic, professional development plan
- Developing, implementing and reviewing this plan
- Levels of in-service training sessions available

- Sessions specific to early childhood or applying the principles of adult learning

- Opportunity and structures to facilitate mentoring for practitioners

- Incentives to encourage practitioners to engage in professional development

- Allocating resources (time, funding, materials) to professional development

- Support staff (e.g., cook, bus driver, secretary, etc.) and volunteers are provided with appropriate induction and supervision which builds positively on their existing levels of expertise

11.4.3 To what degree are practitioners regularly observed in the setting and provided with feedback by someone familiar with the curriculum's/programme's goals, objectives and methods of working with children?

11.4.4 How are cooperative working relationships with other community services used to support professional development of practitioners? 👁 **See 16.1 / 16.3**

Component 11.5

Adults demonstrate sensitivity, warmth and positive regard for children and their families.

👁 **See 5.3**   👁 **See 9.6**

→ ## Signposts for Reflection

11.5.1 How are individual children's efforts and ideas acknowledged and encouraged? 👁 **See 5.3 / 5.4**

11.5.2 How do you communicate this information to parents and families? 👁 **See 3.1**

11.5.3 How do adults encourage children to interact with, and turn to, one another for assistance throughout the day? 👁 **See 5.1 / 5.2**

11.5.4 How do adults respond sensitively to parents' need for information and reassurance on the well-being of their child? 👁 **See 3.3**   👁 **See 12.2**

Standard 12: Communication

Communicating effectively in the best interests of the child requires policies, procedures and actions that promote the proactive sharing of knowledge and information among appropriate stakeholders, with respect and confidentiality.

Component 12.1
The setting undertakes the collection of relevant and appropriate information on all children and stores it in a safe manner.

Component 12.2
The setting is proactive in sharing information, as appropriate, in the best interests of the child, with other stakeholders.

Component 12.3
Confidentiality is a feature of the way staff record, store and share information in the best interests of children.

Component 12.4
The setting has written records of all policies, procedures and actions regarding communication within the setting, and makes them available to all stakeholders.

Component 12.1

The setting undertakes the collection of relevant and appropriate information on all children and stores it in a safe manner.

→ ### Signposts for Reflection
General

12.1.1 How does your setting collect information on individual children (both formally and informally)? 👁 **See 3.1**
👁 **See 7.6**   👁 **See 10.6**

💭 Think about: (e.g.)

- Nature of information sought and stored

- Ensuring that information is recorded correctly and accurately

- Facilities for the safe storage of this information

- Access to this information

- Access to records in an emergency situation

- Ensuring that the information gathered is regularly reviewed and kept up-to-date

- Sharing information (formally and informally) between all relevant stakeholders

- Use of child observation records

- Involving parents

Component 12.2

The setting is proactive in sharing information, as appropriate, in the best interests of the child, with other stakeholders.

→ ## Signposts for Reflection

12.2.1 How do you decide who has access to information and how it is shared?

💭 Think about: (e.g.)

- Parental access to information 👁 **See 3.1 / 3.3**

- Relevant information/stakeholders

- Child's best interests

- Being proactive

12.2.2 How is information shared?

💭 Think about: (e.g.)

- Adults within the setting

- Appropriate stakeholders outside the setting

- Regular feedback to parents regarding their child

- Dissemination of information from other relevant organisations to parents 👁 **See 16.1**

- Provision of information to other organisations and services in the area on the services the setting provides

- Promoting easy access for children and families to other services within the community

- Making information available to persons who speak other languages (e.g., parents whose first language is not the language of your setting) or who have disabilities (e.g., parents who are deaf or hard of hearing, parents who are blind or partially sighted, parents who have other disabilities that impact on their ability to receive or understand information, etc.) 👁 **See 14.2**

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Component 12.3

Confidentiality is a feature of the way staff record, store and share information in the best interests of children.

→ ## Signposts for Reflection

12.3.1   How is information shared in a confidential manner? 👁 **See 14.3**

💭 ## Think about: (e.g.)

- Assurances to parents

- Compliance with relevant data protection legislation

- Consulting with parents regarding consent for the sharing of information about their child

- How the recording and storage system promotes confidentiality

- Secure storage facilities for records

Component 12.4

The setting has written records of all policies, procedures and actions regarding communication within the setting, and makes them available to all stakeholders.

→ ## Signposts for Reflection

12.4.1   What policies within your setting relate to the recording and sharing of information in the best interests of children? 👁 **See 10.2**

💭 ## Think about: (e.g.)

- How the policies and procedures promote the sharing of knowledge and information in the best interests of the child

- Range of stakeholders involved in the processes of devising, implementing and reviewing policies and procedures 👁 **See 4.1**

- Implementation of policy

- Documenting procedures

- Ensuring that relevant staff/adults understand and follow these procedures