



Early Years Educator Qualifications

Learner induction pack

NCFE © Copyright 2016 All rights reserved worldwide.

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

Reproduction by **approved** CACHE centres is permissible for internal use under the following conditions:

CACHE has provided this Placement Handbook in Microsoft Word format to enable its Centres to use its content more flexibly within their own course materials. You may copy and paste any material from this document; however, CACHE does not accept any liability for any incomplete or inaccurate copying and subsequent use of this information. The use of PDF versions of our support materials on the CACHE website will ensure that correct and up-to-date information is provided to learners.

Any photographs appearing in this handbook have a signed parental release form and are the exclusive property of CACHE. They are protected under the copyright law and can not be reproduced, copied or manipulated in any form. This includes the use of any image or part of an image in individual or group projects and assessment materials.

Published in Great Britain

First edition 2014 Book code N/A

Publication date

Version 1.0 August 2014
Version 2.0 May 2016

Publisher

Registered Office: NCFE, Q6, Quorum Business Park, Benton Lane, Newcastle upon Tyne, NE12 8BT
Registered Company No: 02896700 (England and Wales)
Registered Charity No: 1034808

Induction Activities: Professional Practice in Real Work Environments

These exercises have been designed as part of an induction process to support learners as they prepare for their practical placement experiences.

Exercise 1: Class discussion

- Why is it important to develop skills and competence as well as knowledge and understanding when working with young children?
- How can experience in an early years setting help to identify and confirm career choices and/or progression? How can it help you to reflect and improve on practice?
- Describe the skills that can be gained whilst undertaking placement experience with young children.

Exercise 2

- Identify types of settings which provide early years care and education.
- List different types of early years settings and identify the needs of children and the role of the early years practitioner.
- What are the common factors?
- Are there any factors that are different or unique to particular settings?
- Describe why it is important to try to spend time in different types of settings.

Exercise 3: Case Study

Sammie is sixteen years of age. She starts her work experience at an early years setting. Sammie's best friend Lucinda is staying at Sammie's house tonight. Sammie does not go to bed until very late and wakes up late. As a result of poor planning Sammie:

- Does not have time for breakfast
- Misses her bus
- Does not 'waste time' looking through her wardrobe for the black trousers and red sweatshirt that she had been asked to wear and instead puts on her jeans and t shirt
- Sammie does not remove her large hooped earrings despite being told that large jewellery is not to be worn
- Forgets to take any money for lunch.

Poor Sammie was having a bad day. Her poor planning may lead to her making a poor impression at her placement.

Discuss

- Make a preparation list for placement.
- Why is it important to try to make a good impression at placement?
- Identify professional characteristics of an early years practitioner.
- Describe the impact of poor professional practice.

Exercise 4

- How can a mentor support you at placement?
- Who else could support you?
- Explain sources of support that are available during training.
- Explain reasons for following policy and procedures within early years settings.
- Identify when information needs to be shared with a supervisor.

Induction Activities: Study Skills

Exercise 1: Learning

- What are study skills?
- Describe different ways of learning.
- Explain different types of learning styles.
- How do you learn best? Do you have a preferred learning style or do you use a range of styles?
- Explain when different learning styles and ways of learning are used.

Exercise 2: Time management

Create a timeline which shows how much time is spent on different aspects of your life. Discuss this with your peers.

Evaluate the principles of time management.

Plan a weekly schedule which allocates time for:

- themes and units of study
- private study
- other planned activities
- free time.

Describe your own role in relation to management of time.

Exercise 3: Research

In class you will be given topics to research in small groups.

- Use different sources to research a topic.
- Summarise findings from own research.
- Reference sources used in research.

Exercise 4: Reflection

- Identify a theoretical perspective in relation to reflection.
- Explain the principles of reflection.
- Reflect on own experiences with children