



National Occupational Standards

Sector	Childcare
Job Family	Childcare
Job Title	Childcare Management
MQF	Level 5

Mandatory Competences

CDC 501	Establish and develop working relationships
CDC 502	Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being
CDC 503	Support programmes for the promotion of children's development
CDC 504	Reflect on, review and develop own practice
CDC 505	Recruit, select and keep colleagues
CDC 506	Allocate and monitor the progress and quality of work in one's area of responsibility
CDC 507	Ensure health and safety requirements are met in one's area of responsibility
CDC 508	Administer provision within the childcare setting
CDC 509	Co-ordinate and support the revision of policies, procedures and practice for registration and inspection
CDC 510	Evaluate, assess and support children's communication
CDC 511	Evaluate, assess and support children's creativity
CDC 512	Manage finance for one's area of responsibility

CDC 501: Establish and Develop Working Relationships

<p>Description of Unit</p>	<p>Managing relationships with people who are involved in the service-provision (either as staff, service-users, external professionals or visitors) is a vital component of ensuring a positive environment for people to work in and children to thrive.</p>
<p>Performance Criteria</p>	<p>The childcare manager/ must have in-depth knowledge of the laws, regulations and legislations that regulate service-provision¹, collaboration with other professionals and regarding the disclosure of information.</p> <p>The childcare manager/ must know how:</p> <ol style="list-style-type: none"> 1. work related relationships function; 2. to strategically act to ensure that relationships within the childcare setting facilitate the children’s growth and well-being. <p>Moreover the childcare manager must:</p> <ol style="list-style-type: none"> 1. show the ability of understanding and supporting the different members of the team; 2. know how to promote better communication between the team members themselves, with the service users and their parents, and with other professionals in the field; 3. have the ability to deal with conflict and resolve such conflict in a constructive and positive manner. 4. be aware of the data protection act and what it stands for since it is the manager’s responsibility to pass information to parents and other entities.
<p>Required Knowledge</p>	<p>Level 5 childcare manager must know:</p> <ol style="list-style-type: none"> 1. The relevant legal requirements and procedures covering confidentiality and the disclosure of information. 2. The types of information that should be treated confidentially: who you can and cannot share this information with. 3. The meaning of anti-discriminatory/inclusive practice and how to integrate this into one’s relationships with children and other adults. 4. The processes that should be followed to help employees adjust to and develop their roles and responsibilities. 5. The importance of making sure each team member understands and supports the roles and responsibilities of others and how to make this happen

¹ Data Protection Act (Chap. 440 of the Laws of Malta); Occupational Health and safety Authority Act (Chap. 424); Equal Opportunities (Persons with Disabilities) Act (Chap. 413); National Standards for Child Day Care Facilities (2006).

	<ol style="list-style-type: none"> 6. The importance of good communication with all stakeholders. 7. The importance of the good and varied use of communication methods with all stakeholders, as well as the importance of maintaining agreements and what to do if these are unable to be maintained. 8. The importance of sharing information and knowledge as necessary. 9. The types of conflict that may occur with employees and how to resolve these in a constructive way. 10. The importance of liaising with childcare manager of other centres as necessary.
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Required Skills	<p>Level 5 childcare manager must be able to:</p> <ol style="list-style-type: none"> 1. Establish and develop working relationships with colleagues: <ol style="list-style-type: none"> a. Initiate relationships with employees that help them adjust to and develop their roles and responsibilities b. Identify and agree with colleagues ways in which one can support each other's roles and responsibilities to maintain and improve provision to children c. Identify and agree on appropriate means of communication with others. d. Maintain agreements with stakeholders or take the initiative to review arrangements when necessary e. Work with employees to deal with conflict constructively 2. Establish and develop working relationships with other professionals and agencies: <ol style="list-style-type: none"> a. Identify other professionals and agencies relevant to work and establish effective working relationships. b. Clearly define and agree own role and responsibilities and those of other professionals. c. Agree common objectives and ways of working and communicating with other professionals and respect these boundaries. d. Exchange complete, accurate and up-to-date information with other professionals whilst respecting requirements for confidentiality. e. Work effectively with other professionals to improve provision for children. f. Appreciate own qualities and expertise as well as that of others, while acknowledging one's own and others' limitations. g. Identify when difficulties which others are facing are beyond the childcare manager level of expertise and refer them to an appropriate source of advice and support. h. Handle any disagreements and complaints promptly, positively and in line with organisational procedures and professional guidelines.
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3. Encourage and motivate others to reflect on practice and share knowledge:
 - a. Create opportunities for employees to discuss the work they are doing.
 - b. Foster an environment in which employees feel able to discuss their progress and share any concerns or challenges they are facing.
 - c. Allow employees to discuss what they do and actively listen to what they have to say.
 - d. Help employees to structure, evaluate and learn from their experiences.
 - e. Reflect on and learn from what employees have experienced and learned themselves.
 - f. Share information and knowledge with employees to assist them in dealing with challenges.
 - g. Identify when the difficulties which employees are facing are beyond the level of expertise of the childcare manager and refer to an appropriate source of advice and support.
 - h. Encourage and create opportunities for employees to share their experiences more widely so that provision of service can be improved.

CDC 502: Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being

<p>Description of Unit</p>	<p>Policies and procedures ensure that the service is delivered consistently and effectively. Underpinning such policies and procedures should be a commitment to safeguarding children, protecting equality of access, inclusion and participation and maintaining a safe and healthy environment.</p>
<p>Performance Criteria</p>	<p>The childcare manager must have in-depth knowledge of the laws, regulations and legislations that regulate service-provision², collaboration with other professionals and regarding the disclosure of information.</p> <p>The childcare manager must know how:</p> <ol style="list-style-type: none"> 1. work related relationships function. 2. to strategically act to ensure that relationships within the childcare setting facilitate the children’s growth and well-being. <p>Moreover the childcare manager must:</p> <ol style="list-style-type: none"> 1. show the ability of understanding and supporting the different members of the team. 2. know how to promote better communication between the team members themselves, with the service users and their parents, and with other professionals in the field. 3. have the ability to deal with conflict and resolve such conflict in a constructive and positive manner. 4. be aware of the Data Protection Act and what it stands for since it is the manager’s responsibility to pass information to parents and other entities.
<p>Required Knowledge</p>	<p>Level 5 childcare manager must know:</p> <ol style="list-style-type: none"> 1. The legislation covering children’s rights and laws, applicable in Malta, covering equality and inclusion. How these are interpreted and implemented in Malta and within the setting or service. 2. Legal and regulatory arrangements covering: <ul style="list-style-type: none"> ▪ health and safety for children, colleagues, families; ▪ visitors in setting or service. Settings safety, safeguarding,

² Data Protection Act (Chap. 440 of the Laws of Malta); Occupational Health and safety Authority Act (Chap. 424); Equal Opportunities (Persons with Disabilities) Act (Chap. 413); National Standards for Child Day Care Facilities (2006).

protection, and emergency;

- procedures and policies: how these can be implemented and remain current, including controls on substances harmful to health and other key aspects of health and safety.
- 3. The general responsibility for health and safety that applies to all colleagues and to employers. How this is implemented and how colleagues remain fully informed and updated.
- 4. The regulations covering manual handling and the risks associated with lifting and carrying children.
- 5. The steps employers, other colleagues and professionals need to take to protect themselves and others within the entity
- 6. The statutory and regulatory requirements covering safeguarding and protecting children in the setting or service that the Manager is responsible for.
- 7. The local safety, safeguarding and protection agency policies, procedures and guidance and those of the setting or service. The duty of all within the sector to safeguard children, including:
- 8. Whistle blowing where there are concerns about colleagues or in other difficult circumstances
- 9. Where the manager's concerns may not be seen to be taken seriously or followed through when following normal procedures.
- 10. How to work with children in the context of the UN Convention on the Rights of the Child, e.g. the child's right to self-expression, play, cultural identity, freedom from exploitation
- 11. The various forms of discrimination, the groups most likely to experience discrimination and the possible effects of discrimination on the children and families
- 12. The negative effects of inequalities on all children: this must include the negative effects on children who are not themselves directly experiencing inequality
- 13. How to identify barriers to participation and accessing the provision might be, e.g. language, mobility; lack of information about services, apprehension about how children will fare using services. How children will fare using services and how policies and procedures would

be used to ensure these issues are recognised and addressed.

14. The resources and information available in the community to support equality of access, inclusion and participation
15. The organisational strategies and practice issues to ensure equal access and compliance with legislation for disabled children and children with individual educational needs
16. The use of the planning cycle to evaluate and implement improvements to the service
17. The procedures involved in inter-agency working, including setting up and participating in multidisciplinary meetings, ensuring mutual professional respect and accountability, coping with the anxiety that may interfere with effective inter-agency communication
18. The principle models and practices involved in formal risk assessment affecting children's health and safety, safeguarding and protection taking into account the age, needs and abilities of the child
19. The opportunities for relevant and accessible training and professional development that are available nationally, and in the locality concerned.
20. The sources of information, current research and best practice into what is understood by positive health and well-being for children, and how this information can inform practice in the setting concerned.
21. The strategies to ensure accurate health information and requirements from parents and families is used to inform the care, learning and development of their children e.g. information on food allergies, allergic reactions, chronic illness and use of medications
22. Children's nutritional requirements and the principles of healthy eating, according to government guidelines
23. The role of physical exercise and activity in promoting positive mental and physical health
24. What increases a child's vulnerability to abuse and exploitation and the importance of empowerment, confidence and resilience for a child's welfare. Recognition of social factors e.g. substance abuse, and the possible behaviours of adults involved in abuse
25. Indicators of child abuse and appropriate responses to disclosures of

	<p>abuse, according to the age, needs and abilities of the child</p> <p>26. Safe working practices that protect children and adults who work with them</p> <p>27. Data protection and confidentiality and security of information relevant for your work</p> <p>28. Methods involved in data collection, monitoring and reviewing the effectiveness of procedures and practice, including consultation with children and families</p> <p>29. Key factors and influences on children's health and safety, covering social, environmental, cultural, ethnic, gender, language and communication, abilities and disabilities, stage of development</p> <p>30. The importance of promoting children's assertiveness, self confidence and self-esteem to enable them to protect themselves, how to adapt practice for different circumstances and to support colleagues</p> <p>31. Sources of information and personal support for practitioners and settings</p> <p>1. The legislation, guidelines and policies which form the basis for action to safeguard children.</p>
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Required Skills	<p>Level 5 child care manager must be able to:</p> <p>1. Protect children's rights to equality of access, inclusion and participation:</p> <p>a) Support policies and procedures for equality of access, anti-discrimination, inclusion and participation for children, consistent with local and national policy, legislation, regulatory requirements and current guidance.</p> <p>b) Ensure policies and procedures for equality of access, inclusion and participation are regularly reviewed and relevant data is collected, analysed and evaluated.</p> <p>c) Support the identification of barriers to access, inclusion and participation and work with others to remove barriers.</p> <p>d) Support the implementation of anti-discriminatory approaches.</p> <p>e) Implement improvements (or support others in implementing improvements) to the service as a result of the monitoring and review</p>
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processes, according to ones role and responsibility.

- f) Ensure information is available for children about their rights, according to their age, needs and abilities.

2. Support the maintenance of policies and procedures for safeguarding children:

- a) Maintain policies and procedures (and support others) for the safeguarding and protection of children to be consistent with local and national policy, regulatory requirements and current guidance.
- b) Support the implementation of policies and procedures on safe working practices for the protection of adults who work with children.
- c) Use feedback from children, families, colleagues, other agencies and professionals to support the review of policies and procedures.
- d) Work with colleagues to support the implementation of improvements to the service as a result of the monitoring and review processes.
- e) Identify relevant, accurate and up-to-date resources to support children's safeguarding and protection.
- f) Support inter-agency work with other professionals and agencies to support children's safeguarding and protection.

3. Support the integration of procedures for safeguarding children into systems and practices:

- a. Ensure that the child's interests are paramount in developing and embedding systems and practices for children's safeguarding and protection.
- b. Ensure children are involved at all stages in systems and practices affecting their safety, well-being and safeguarding, according to their age, needs and abilities.
- c. Work with others to support the assessment of risk for children within the service or setting, ensuring that children are empowered to participate in the process of the assessing of risk according to their age, needs and abilities.
- d. Facilitate appropriate responses to children who may disclose abuse
- e. Ensure that others are aware of issues concerning child safety, safeguarding and protection and can voice their concerns about

	<p>specific children and families</p> <ul style="list-style-type: none">f. Clearly agree the boundaries of confidentiality in advance if any.g. Access support and training for one's self and others who are involved in safeguarding children.h. Facilitate appropriate opportunities for children to learn to protect themselves. <p>4. Support the maintenance of policies, procedures and practice for the well-being of children:</p> <ul style="list-style-type: none">a) Support the maintenance of policies and procedures for the health and safety of children, colleagues, families and visitors in the particular setting or service, in a way which is consistent with local and national policy, regulatory requirements and current guidance.b) Identify with others relevant, accurate and up-to-date resources to support children's health, safety and well-being.c) Ensure that others are aware of relevant information about healthy lifestyles for children's well-being, including healthy eating and exercise, the possible effects of food allergies and their importance.d) Closely liaising with parents about their child's health and well-being.e) Work with other professionals and agencies to support children's health and safety, according to the role and responsibility.f) Support the regular monitoring, review and evaluation of the effectiveness of policies and procedures, using feedback from children, families, colleagues and other professionals.g) Support the assessment of risk for children, ensuring that children participate in assessing risk according to their age, needs and abilities.h) Work with others to identify and support the implementation of improvements to the service as a result of the monitoring and review processes.
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CDC 503: Support programme for the promotion of children’s development.

<p>Description of Unit</p>	<p>Policies and procedures ensure that the service is delivered consistently and effectively. Underpinning such policies and procedures should be a commitment to safeguarding children, protecting equality of access, inclusion and participation and maintaining a safe and healthy environment. The Childcare manager needs to have awareness of multi-agency working, information and resources to support children and to empower them to protect themselves, according to their age, needs and abilities. The childcare manager must be familiar with the practices of assessment of risk. The childcare manager must also know how to monitor, review and evaluating of practice.</p>
<p>Performance Criteria</p>	<p>The Child care Manager must:</p> <ol style="list-style-type: none"> a. Have an in-depth knowledge of legislation³ and policy that protects the well-being of the children and their families; of workers; and of visitors to the facility. b. Have knowledge of how to identify child abuse and must know to whom it should be reported. c. Be aware of the importance of mandatory reporting of abuse and of cooperating with the relevant authorities if necessary. d. Know about whistle-blowing (i.e. when it is necessary and mandatory; legislation that protects whistle-blowers; and how one goes about reporting concerns to the relevant authorities). e. Have knowledge of children’s development and how several aspects of development can be assessed. f. Be able to develop and implement such assessment tools, and ensure that all workers within his/her responsibility can do so too. g. Know and adhere to the centre policies to ensure that the health and physical needs of the children are met. h. Be able to show that he/she can evaluate the policies and the service-provision regularly and improve it accordingly when there is the need.
<p>Required Knowledge</p>	<p>Level 5 childcare manager must know:</p> <ol style="list-style-type: none"> 1. The legal and regulatory arrangements covering health and safety for children, colleagues, families and visitors in the setting or service concerned; settings safety, safeguarding and protection, and emergency procedures and policies. 2. How these can be implemented and remain current, including controls on substances harmful to health and other key aspects of health and safety.

³ Data Protection Act (Chap. 440 of the Laws of Malta); Occupational Health and safety Authority Act (Chap. 424); Equal Opportunities (Persons with Disabilities) Act (Chap. 413).

3. The general responsibility of colleagues and employers with regards to health and safety responsibilities and to keep them fully informed and updated.
4. The regulations covering manual handling and the risks associated with lifting and carrying children.
5. The steps employers and senior colleagues in the setting or service need to take to protect themselves and other colleagues
6. The statutory and regulatory requirements covering safeguarding and protecting children in the setting or service.
7. The local safety, safeguarding and protection agency policies, procedures and guidance and those of the setting or service. The duty of all within the sector to safeguard children, including:
 - whistle blowing where there are concerns about colleagues or in other difficult circumstances;
 - where the child care managers' concerns may not be seen to be taken seriously or followed through when following normal procedures;
 - work with children in the context of the UN Convention on the Rights of the Child, e.g. the child's right to self-expression, play, cultural identity, freedom from exploitation.
8. The various forms of discrimination, the groups most likely to experience discrimination and the possible effects of discrimination on the children and families.
9. The negative effects of inequalities on all children: this must include the negative effects on children who are not themselves directly experiencing inequality.
10. What barriers to participation and difficulties in accessing provision and services might be, e.g. language, mobility; lack of information about services, apprehension about how children will fare using services and how the Child Care Manager would use policies and procedures to ensure these were recognised and addressed.
11. The resources and information available in the community to support equality of access, inclusion and participation.
12. The organisational strategies and practice issues to ensure equal access and

	<p>compliance with legislation for disabled children and children with special educational needs.</p> <p>13. The use of the planning cycle to evaluate and implement improvements to the service.</p> <p>14. The procedures involved in inter-agency working, including setting up and participating in multidisciplinary meetings, ensuring mutual professional respect and accountability, coping with the anxiety that may interfere with effective inter-agency communication.</p> <p>15. The principle models and practices involved in formal risk assessment affecting children's health and safety, safeguarding and protection taking into account the age, needs and abilities of the child.</p> <p>16. The opportunities for relevant and accessible training and professional development that are available nationally.</p> <p>17. Sources of information, current research and best practice into what is understood by positive health and well-being for children, and how this information can inform practice in the setting.</p> <p>18. Strategies to ensure accurate health information and requirements from parents and families is used to inform the care, learning and development of their children e.g. information on food allergies, allergic reactions, chronic illness and use of medications.</p> <p>19. Children's nutritional requirements and the principles of healthy eating, according to government guidelines.</p> <p>20. The role of physical exercise and activity in promoting positive mental and physical health.</p> <p>21. What increases a child's vulnerability to abuse and exploitation and the importance of empowerment, confidence and resilience for a child's welfare. The child care managers recognise social factors e.g. substance abuse, and the possible behaviours of adults involved in abuse.</p> <p>22. The indicators of child abuse and appropriate responses to disclosures of abuse, according to the age, needs and abilities of the child.</p> <p>23. Safe working practices that protect children and adults who work with them.</p> <p>24. Data protection and confidentiality and security of information relevant for</p>
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	<p>the work.</p> <p>25. Methods involved in data collection, monitoring and reviewing the effectiveness of procedures and practice, including consultation with children and families.</p> <p>26. Key factors and influences on children's health and safety, covering social, environmental, cultural, ethnic, gender, language and communication, abilities and disabilities, stage of development.</p> <p>27. The importance of promoting children's assertiveness, self confidence and self-esteem to enable them to protect themselves.</p> <p>28. Various sources of information and personal support for practitioners and settings.</p> <p>29. The legislation, guidelines and policies which form the basis for action to safeguard children.</p>
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Required Skills	<p>Level 5 child care manager must be able to:</p> <p>1. Protect children's rights to equality of access, inclusion and participation:</p> <ol style="list-style-type: none"> a. Support policies and procedures for equality of access, anti-discrimination, inclusion and participation for children, consistent with local and national policy, legislation, regulatory requirements and current guidance. b. Ensure policies and procedures for equality of access, inclusion and participation are regularly reviewed and relevant data is collected, analysed and evaluated. c. Support the identification of barriers to access, inclusion and participation and work with others to remove barriers. d. Support the implementation of anti-discriminatory approaches. e. Implement improvements (or support others in implementing improvements) to the service as a result of the monitoring and review processes, according to the role and responsibility. f. Ensure information is available for children about their rights, according to their age, needs and abilities. <p>2. Support the maintenance of policies and procedures for safeguarding children:</p>
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- a. Maintain policies and procedures (or support employer and colleagues in maintaining them) for the safeguarding and protection of children consistent with local and national policy, regulatory requirements and current guidance.
 - b. Support the implementation of policies and procedures on safe working practices for the protection of adults who work with children.
 - c. Use feedback from children, families, colleagues, other agencies and professionals to support the review of policies and procedures.
 - d. Work with colleagues to support the implementation of improvements to the service as a result of the monitoring and review processes.
 - e. Identify relevant, accurate and up-to-date resources to support children's safeguarding and protection.
 - f. Support inter-agency work with other professionals and agencies to support children's safeguarding and protection.
3. Support the integration of procedures for safeguarding children into systems and practices:
- a. Ensure that the child's interests are paramount in developing and embedding systems and practices for children's safeguarding and protection.
 - b. Ensure children are the focus point at all stages in systems and development affecting their safety, well-being and safeguarding, according to their age, needs and abilities.
 - c. Ensure children are involved in practices involving all stages in systems and development affecting their safety, well-being and safeguarding, according to their age, needs and abilities.
 - d. Work with others to support the assessment of risk for children within the service or setting, ensuring that children are empowered to participate in assessing risk according to their age, needs and abilities.
 - e. Facilitate appropriate responses to children who may disclose abuse.
 - f. Ensure that others are aware of issues concerning child safety, safeguarding and protection and can voice their concerns about specific children and families.
 - g. Clearly agree on the boundaries of confidentiality in advance of any

	<p>discussion relating to safeguarding and protecting children.</p> <ul style="list-style-type: none">h. Access support and training for one's self and others who are involved in safeguarding children.i. Facilitate appropriate opportunities for children to learn to protect themselves. <p>4. Support the maintenance of policies, procedures and practice for the well-being of children:</p> <ul style="list-style-type: none">a. Support the maintenance of policies and procedures for the health and safety of children in the setting or service concerned, consistent with local and national policy, regulatory requirements and current guidance.b. Identify together with stakeholders, relevant, accurate and up-to-date resources to support children's health, safety and well-being.c. Ensure that others are aware of relevant information about healthy lifestyles for children's well-being, including healthy eating and exercise, the possible effects of food allergies and their importance.d. Liaise closely with parents about their child's health and well-being.e. Work with other professionals and agencies to support children's health and safety, according to the role and responsibility.f. Support the regular monitoring, review and evaluation of the effectiveness of policies and procedures, using feedback from children, families, colleagues and other professionals.g. Support the assessment of risk for children, ensuring that children participate in assessing risk according to their age, needs and abilities.h. Work with others to identify and support the implementation of improvements to the service as a result of the monitoring and review processes.
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CDC 504: Reflect on, review and develop own practice

Description of Unit	<p>Reflecting on practice is a tool for self-evaluation and will practitioners to develop and learn from assessing own performance. This will help practitioners seek to enhance their skills both formally and informally.</p>
Performance Criteria	<p>The Childcare Manager must:</p> <ol style="list-style-type: none"> a. Develop a desire for wanting to constantly improve as a professional, and thus appreciate the importance of self-reflection and continuous professional development. b. Show the ability to use several methods and structures that help the person reflect on his/her practice. c. Be aware of the need for continuous professional training and must know why it is so important. d. Be able to develop objectives for his/her own development and seek ways how to reach these goals effectively. e. Show the ability of integrating new knowledge and skills into everyday practice.
Required Knowledge	<p>Level 5 Childcare Manager must know:</p> <ol style="list-style-type: none"> 1. Why reflection on practice and evaluation of personal effectiveness is important. 2. How learning through reflection can increase professional knowledge and skills. 3. How reflection can enhance and use personal experience to increase confidence and self-esteem. 4. Techniques of reflective analysis: <ul style="list-style-type: none"> · Questioning what, why and how · Seeking alternatives · Keeping an open mind · Viewing different perspectives · Thinking about consequences

	<ul style="list-style-type: none"> • Testing ideas through comparing and contrasting • Asking ‘what if....?’ • Synthesising ideas • Seeking, identifying, and resolving problems <ol style="list-style-type: none"> 5. That reflection is a tool for contrasting what is said should be done and what is actually done. 6. How to use reflection to challenge existing practice. 7. The difficulties that may occur as a result of examining beliefs, values, and feelings. 8. The up-to-date public policy affecting one’s work and how this is interpreted and used locally and within the setting and service. 9. How to assess further areas for development in the skills and knowledge through reflection, feedback literature searches, review of theory including current and emerging research. 10. How to develop a personal development plan with objectives that are specific, measurable, achievable, realistic and with timescales in line with the overall objectives of the setting. 11. The availability and range of suitable training and development opportunities. 12. The importance of integrating new information and/or learning in order to meet current best practice, quality schemes or regulatory requirements.
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Required Skills	<p>Level 5 Childcare manager must be able to:</p> <ol style="list-style-type: none"> 1. Investigate ways of reflecting on, reviewing and evaluating own practice: <ol style="list-style-type: none"> a. Draw on sources of current policy, research and up-to-date thinking, review potential areas of own practice that require development. b. Monitor processes, practices and outcomes from one’s own work to assist in deciding priority areas for change and development of own practice. c. Research how reflective practice can be used positively to develop own practice.
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- d. Identify and research ways of reviewing and evaluating own practice.
2. Reflect on, evaluate and develop practice:
- a. Evaluate your own performance (achievements, strengths and weaknesses).
 - b. Reflect on the processes, practices and outcomes from one's own work.
 - c. Reflect on interactions with others.
 - d. Share reflections with others and use their feedback to help develop own colleagues.
 - e. Use reflection to solve problems.
 - f. Use reflection to develop own practice.
 - g. Evaluate the effectiveness of reflection as a tool for developing own practice.
3. Take part in continuing professional development together with superiors:
- a. Identify areas in the knowledge, understanding and skills where one could develop further.
 - b. Negotiate a plan to develop the knowledge, skills and understanding further.
 - c. Seek out and access opportunities for continuing professional development as part of this plan.
 - d. Use continuing professional development to improve one's practice.

CDC 505: Recruit, select and keep colleagues

<p>Description of Unit</p>	<p>Workplaces need to continuously up-date the service offered according to the needs of the individual service-users and to the abilities of the workers. A Childcare Manager must be able to: monitor the work of the employees to ensure that the delivery is to the highest standards possible by ensuring that their compartment conforms with requirements of relevant profession authorities; employ new workers according to the needs of the service-users and to the needs of the team; constantly collect information about the service provided from the workers and use this information to continuously develop the service; and manage the service on a day-to-day basis whilst at the same time deal with new situations and emergencies as these occur.</p>
<p>Performance Criteria</p>	<p>The Childcare Manager must manage employees to ensure smooth service-provision for children and their families, through showing understanding and competency in the following skills:</p> <ul style="list-style-type: none"> • Reviewing; • Interviewing; • Negotiating • Planning; • Team building; • Communicating ; • Valuing and supporting others; • Decision making; • Consulting; • Problem solving; • Information management • Obtaining feedback <p>The application of these skills is necessary for the development of productive working relationship with colleagues and subordinates to ensure the constant improvement of the service.</p>
<p>Required Knowledge</p>	<p>Level 5 child care manager knows:</p> <ol style="list-style-type: none"> 1. The basic principles of human resources. 2. The principles of effective communication and how to apply them in order to communicate effectively with colleagues. 3. How to identify disagreements with colleagues and the techniques for sorting them out. 4. How to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them.

5. How to take account of diversity issues when developing working relationships with colleagues.
6. The importance of exchanging information and resources with colleagues.
7. How to get and make use of feedback on your performance from colleagues.
8. How to provide colleagues with useful feedback on their performance.
9. Regulations and codes of practice that apply in the sector.
10. Standards of behaviour and performance in the sector.
11. Working culture, values and principles of the sector.
12. Current and future work being carried out.
13. Colleagues who are relevant to the work being carried out, their work roles and responsibilities of other staff in the centre.
14. Processes within the company for making decisions.
15. Line management responsibilities and relationships within the organisation.
16. Must know the organisation's core values and culture.
17. The dynamics within the company/ relevant authority.
18. Standards of behaviour and performance expected in the organisation.
19. Information and resources that different colleagues might need.
20. How to give relevant information and hold regular meetings with staff to enable workers to abide by same rules and regulations of the centre.
21. It is important that each centre organises its own team building activities to promote team work. Thus it would be beneficial for a manager to have team-building skills.

Required Skills

Level 5 child care manager must be able to:

1. Establish working relationships with all colleagues who are relevant to the work being carried out.
2. Recognise, agree and respect the roles and responsibilities of colleagues.
3. Understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions.
4. Fulfil agreements made with colleagues and let them know.
5. Advise colleagues and or superiors promptly of any difficulties or where it will be impossible to fulfil agreements.
6. Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out.
7. Exchange information and resources with colleagues to make sure that all parties can work effectively.
8. Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement.

CDC 506: Allocate and monitor the progress and quality of work in your area of responsibility

<p>Description of Unit</p>	<p>Good service-provision ensures that the work is effectively planned and fairly allocated to individuals and/or teams. This also involves monitoring the progress and quality of the work of individuals and/or teams to ensure that the required level or standard of performance is being met and reviewing and updating plans of work in the light of developments.</p>
<p>Performance Criteria</p>	<p>The child care manager sustains and monitors staff practices effectively by employing different management methods according to specific situations. The child care manager must be able to use different communication methods. The child care manager must show the following abilities:</p> <ol style="list-style-type: none"> a) planning her/his work and that of his/her colleagues; b) monitor the progress and quality of work of the individual workers and of the team; c) manage a team effectively; d) provide prompt and constructive feedback to individuals and teams; e) encourage individuals to come up with new ideas to improve practice; f) deal with unacceptable or poor performance; g) problem solving and conflict resolution; h) Record, review and update plans of works and performance for individuals and teams. <p>The child care manager must also show that he/she possesses sector skills and knowledge.</p>
<p>Required Knowledge</p>	<p>Level 5 child care manager knows:</p> <ol style="list-style-type: none"> 1. The basic knowledge of Human Resources. 2. How to select and successfully apply different methods for communicating with people across an area of responsibility. 3. The importance of confirming/clarifying the work required in the area of responsibility with those to whom one reports and is accountable and how to do this effectively. 4. How to identify and take due account of health and safety issues in the planning, allocation and monitoring of work. 5. How to produce a plan of work for your area of responsibility, including how to identify any priorities or critical activities and the available resources. 6. The importance of consulting colleagues in the area of responsibility. 7. Why it is important to allocate work to individuals and/or teams on a fair

basis and how to do so effectively.

8. Why it is important that individuals and/or teams are briefed on the allocated work and the standard or level of expected performance and how to do so effectively.
9. The vision, mission and objectives for your area of responsibility.
10. The importance of showing individuals and/or teams how their work fits with the vision, mission and objectives of the area and of the organisation.
11. Ways of encouraging individuals and/or teams to ask questions and/or seek clarification in relation to the work which they have been allocated.
12. Effective ways of regularly and fairly monitoring the progress and quality of work of individuals and/or teams against the standards or level of expected performance.
13. How to provide prompt and constructive feedback to individuals and/or teams.
14. Why it is important to monitor area for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively.
15. Why it is important to identify unacceptable or poor performance by individuals and/or teams and how to discuss the cause(s) and agree ways of improving performance with them.
16. The type of problems and unforeseen events that may occur and how to support individuals and/or teams in dealing with them.
17. The additional support and/or resources which individuals and/or teams might require to help them complete their work and how to assist in providing this.
18. How to select and successfully apply different methods for encouraging, motivating and supporting individuals and/or teams to complete the work they have been allocated, improve their performance and for recognising their achievements.
19. How to log information on the ongoing performance of individuals and/or teams and use this information for formal performance appraisal purposes.
20. The importance of reviewing and updating plans of work for the area in

	<p>the light of developments, how to reallocate work and resources and clearly communicate the changes to those affected.</p> <ol style="list-style-type: none"> 21. Sector specific knowledge and understanding. 22. Sector specific legislation, policies, regulations, standards, guidelines and codes of practice relating to carrying out work. 23. Sector requirements for the development or maintenance of knowledge, understanding and skills through continuing professional development. 24. The work required in the area of responsibility. 25. Context specific knowledge and understanding. 26. The individuals and/or teams in your area of responsibility. 27. The available resources for undertaking the required work. 28. The plan of work for the area of responsibility. 29. The organisation's written health and safety policy statement and associated information and requirements. 30. The organisation's policy and procedures in terms of personal development. 31. The organisational standards or level of expected performance. 32. The organisational policies and procedures for dealing with poor performance. 33. The organisational grievance and disciplinary policies and procedures. 34. The orrganisational performance appraisal systems.
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Required Skills	<p>Level 5 child care manager is able to:</p> <ol style="list-style-type: none"> 1. Allocate and monitor the progress and quality of work in the area of responsibility: <ol style="list-style-type: none"> a. Confirm the work required in one's area of responsibility with the senior management and seek clarification, where necessary, on any outstanding points and issues. b. Plan how the work will be undertaken, seeking views from people in one's area of responsibility, identifying any priorities or critical
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	<p>activities and making best use of the available resources.</p> <ul style="list-style-type: none"> c. Ensure that work is allocated to individuals and/or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development. d. Ensure that individuals and/or teams are briefed on allocated work, showing how it fits with the vision and objectives for the area and the overall organisation, and the standard or level of expected performance. e. Encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work. f. Monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback. g. Support individuals and/or teams in identifying and dealing with problems and unforeseen events. h. Motivate individual and/or teams to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion. i. Monitor area for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively. j. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with individuals and/or teams. k. Recognise successful completion of significant pieces of work or work activities by individuals and/or teams. l. Use information collected on the performance of individuals and/or teams in any formal appraisals of performance. m. Review and update plans of work relevant to your area, clearly communicating any changes to those affected. <p>2. Recognise behaviours which underpin effective performance:</p> <ul style="list-style-type: none"> a) Recognise changes in circumstances promptly and adjust plans and activities accordingly. b) Prioritise objectives and plan work to make best use of time and
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resources.

- c) Make time available to support others.
- d) Take personal responsibility for making things happen.
- e) Show an awareness of own values, motivations and emotions.
- f) Show integrity, fairness and consistency in decision-making.
- g) Clearly agree what is expected of others and hold them to account.
- h) Seek to understand colleague's needs and motivations.
- i) Take pride in delivering high quality work.
- j) Be vigilant for possible risks and hazards.
- k) Encourage and support others to make the best use of their abilities.
- l) Use a range of leadership styles appropriate to different colleagues and situations.
- m) Ensure that the child carers perform their duties diligently to provide optimal services.

CDC 507: Ensure health and safety requirements are met in your area of responsibility

<p>Description of Unit</p>	<p>Health and safety issues at the workplace arise both with regards to staff as well as service-users and visitors. This unit is concerned with managing the overall health and safety process in your area of responsibility. It is intended to go beyond meeting health and safety legislation and move towards a situation where health and safety considerations are firmly embedded in the planning and decision making processes and the 'culture' of your area of responsibility.</p>
<p>Performance Criteria</p>	<p>The child care worker must be:</p> <ol style="list-style-type: none"> a) Able to minimise risk to ensure that the service being provided is safe for those coming in contact with the service; b) Able to communicate to his/her colleagues the importance of having policies, procedures and practices that minimise risks; c) Able to assess, monitor and report risks to the relevant persons; d) Able to take the necessary steps to reduce aforesaid risks, when necessary by collaborating with colleagues, other professionals or relevant authorities. e) Able knowledgeable of the National Day Care Facility.
<p>Required Knowledge</p>	<p>Level 5 child care manager knows:</p> <ol style="list-style-type: none"> 1. Why health and safety in the workplace is important 2. How and where to identify one's personal responsibilities and liabilities under health and safety legislation 3. How to keep up with legislative and other developments relating to health and safety 4. The requirement for organisations to have a written health and safety policy statement 5. How to communicate the written health and safety policy statement to people who work in one's area of responsibility and other relevant parties 6. How and when to review the application of the written health and safety policy statement in the area of responsibility and produce/provide findings to inform development 7. How and when to consult with people in one's area of responsibility or their representatives on health and safety issues 8. The sources of specialist expertise in relation to health and safety 9. The ways of developing a culture in your area of responsibility that puts

'health and safety' first

10. The type of hazards and risks that may arise in relation to health and safety: how to establish and use systems for identifying hazards and assessing risks and the type of actions that should be taken to control or eliminate them
11. How to establish systems for monitoring, measuring and reporting on health and safety performance in your area of responsibility
12. Why and how health and safety should inform planning and decision-making
13. The importance of setting a good example to others in relation to health and safety
14. The type of resources required to deal with health and safety issues
15. Sector specific knowledge and understanding :
 - Sector specific legislation, regulations, guidelines and codes of practice relating to health and safety
 - Health and safety risks, issues and developments which are particular to the sector
 - Context specific knowledge and understanding
 - Other relevant parties with an interest in health and safety in your area of responsibility
 - The organisation's written health and safety policy statement and how it is communicated to people who work for the organisation, people in the area and to other relevant parties
 - Sources of specialist health and safety expertise used in the area of responsibility
 - The operational plans for the area of responsibility
 - The resources allocated to and across all the area of responsibility for health and safety
 - Allocated responsibilities for health and safety in the area and the organisation in general
 - Systems in place in one's area of responsibility for identifying

	<p>hazards and assessing risks and taking action</p> <ul style="list-style-type: none"> • Systems in place for monitoring, measuring and reporting of health and safety performance in the area of responsibility • The importance of following a course on food handling, specifically food hygiene, storage and preparation.
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Required Skills	<p>Level 5 Childcare Manager is able to:</p> <ol style="list-style-type: none"> 1. Ensure health and safety requirements are met in the area of responsibility: <ol style="list-style-type: none"> a. Identify one's personal responsibilities and liabilities under health and safety legislation. b. Ensure that the organisation's written health and safety policy statement is clearly communicated to all people in one's area of responsibility and other relevant parties. c. Ensure that the health and safety policy statement is put into practice in the area of responsibility and is subject to review as situations change and at regular intervals and the findings passed to the appropriate people for consideration. d. Ensure regular consultation with people in the area of responsibility or their representatives on health and safety issues. e. Seek and make use of specialist expertise in relation to health and safety issues. f. Ensure that a system is in place for identifying hazards and assessing risks in one's area of responsibility and that prompt and effective action is taken to eliminate or control. g. Ensure that systems are in place for effective monitoring, measuring and reporting of health and safety performance in one's area of responsibility. h. Show continuous improvement in your area of responsibility in relation to health and safety performance. i. Make health and safety a priority area in terms of informing planning and decision-making in the area of responsibility. j. Demonstrate that one's own actions reinforce the messages in the
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organisation's health and safety policy statement.

- k. Ensure that sufficient resources are allocated across all the area of responsibility to deal with health and safety issues.
- l. Develop a culture within the area of responsibility which puts 'health and safety' first.

2. Behaviours which underpin effective performance:

- a. Respond quickly to crises and problems with a proposed course of action.
- b. Identify people's information needs.
- c. Comply with, and ensure others comply with, legal and regulatory requirements, organisational policies and professional codes.
- d. Be vigilant for possible risks and hazards.
- e. Take personal responsibility for making things happen.
- f. Identify the implications or consequences of a situation.
- g. Act within the limits of authority.
- h. Constantly seek to improve performance.
- i. Treat individuals with respect and act to uphold their rights.
- j. Knows the importance of food handling, specifically food hygiene, storage and preparation.

CDC 508: Administer provision within the childcare setting

Description of Unit	Workplaces require that the manager is not only able to take care of the children but also of effectively managing the service holistically. Holistic care is not only provided through direct care but also through the proper administration of the service, to ensure the compliance with national laws.
Performance Criteria	<p>The child care manager must:</p> <ol style="list-style-type: none"> 1. Show understanding of the national legislation⁴ that regulates the collection and storage of information; 2. Be able to administer the day-to-day running of the service to ensure the continuation of service without possible disruptions; 3. Supervise the workers to ensure that the work done is compliant with Standards; 4. Take and maintain inventories organise worker's rosters; deal with inspections and registration needs.
Required Knowledge	<p>Level 5 childcare manager must know:</p> <ol style="list-style-type: none"> 1. The basic provisions of Data Protection Legislation relevant to your work. 2. Legislation and regulatory requirements affecting administration of the setting. 3. The limits of your responsibility in terms of administration of the setting. 4. The importance of transparent access procedures and how this may be ensured. 5. The information which needs to be collected about children and their families and why. 6. Why it is important to record information clearly and fully in order to ensure efficient organisation and administration. 7. Organisational procedures for processing and communicating information. 8. Why it is important to keep accessible records that are complete, legible, organised and up-to date. 9. Different methods of secure storage and retrieval of information. 10. When information must remain confidential or be passed on to colleagues and other agencies. 11. The types of information which may need to be passed on to authorised people in the organisation and why requests should be dealt with promptly. 12. Methods and systems of recording financial transactions and dealing with

⁴ Data Protection Act (Chap. 440 of the Laws of Malta).

	<p>money.</p> <p>13. Methods and systems of ensuring financial accountability.</p> <p>14. Methods and systems for dealing with purchases of materials and equipment.</p> <p>15. Methods, systems and inventories of assets within the setting, according to your role and responsibility.</p> <p>16. How to ensure the best use and deployment of colleagues for the benefit of children and families within the setting and to meet regulatory requirements.</p>
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Required Skills	<p>Level 5 child care manager must be able to:</p> <p>1. Collect and store information:</p> <ul style="list-style-type: none"> a) Make sure information is complete, legible and up-to-date. b) Store information securely but in a way which allows it to be quickly found and retrieved. c) Restrict access to information according to the agreements on confidentiality and organisational and legal requirements. d) Promptly provide information to authorised people and agencies when necessary. <p>2. Administer budgets and financial arrangements, according to the procedures of the setting:</p> <ul style="list-style-type: none"> a) Clarify and identify the available budget and the limits of your discretion and financial responsibility. b) Comply with the setting's budgetary requirements. c) Use financial resources effectively and efficiently. d) Share information about budgets with colleagues. e) Make sure expenditure is made only as authorised and agreed. f) Collect money and make payments, according to procedures of the setting. g) Keep records and receipts of income and spending under appropriate budget headings. <p>3. Operate systems for the supply of materials and equipment:</p>
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- a) Monitor requirements for equipment and materials at regular intervals.
- b) Accurately record requirements and decisions to purchase, complying with agreed priorities for the setting and within the constraints of the available budget.
- c) Place orders with reliable suppliers accurately and legibly.
- d) Check delivered goods immediately and deal with discrepancies promptly.
- e) Promptly follow up non-delivery.
- f) Safely store purchases of materials and new equipment.
- g) Ensure you keep up-to-date records and inventories of materials and equipment for which you are accountable.

4. Supervise the work of others:

- a) Allocate work to colleagues to support the plans of the setting and the needs of children and families.
- b) Allocate work to colleagues, fairly taking account of their skills, knowledge and understanding, experience and current workloads.
- c) Make the best use of available resources.
- d) Check progress and quality of colleagues' work as required.
- e) Be flexible and responsive to changing circumstances and colleagues' needs.

CDC509: Co-ordinate and support the revision of policies, procedures and practice for registration and inspection.

<p>Description of Unit</p>	<p>The Social Welfare Regulation Act⁵ requires that every social welfare service should be registered with the Department for Social Welfare Standards. This involves licensing and ongoing monitoring by the said Department. This unit is about preparing for licensing and inspection by co-ordinating and supporting the revision of policies, procedures and practice.</p>
<p>Performance Criteria</p>	<p>The child care worker must:</p> <ol style="list-style-type: none"> 1. Evaluate policies, procedures, documentation and practices in the light of requirements for licensing and inspection; 2. Know how to meet these requirements; 3. Coordinate and support changes and development to meet registration and inspection requirements; 4. Be able to conduct self-assessment; 5. Participate effectively in the assessment process as conducted by the relevant authorities.
<p>Required Knowledge</p>	<p>Level 5 Childcare manager must know:</p> <ol style="list-style-type: none"> 1. Legislation, regulation and procedures for registration and inspection in your home country. 2. The powers held by regulators e.g. investigation, enforcement and compliance. 3. The detailed requirements for both registration and inspection, the implications of regulatory requirements for the setting, its staff, the children and families involved. 4. The detailed information required by regulatory authorities. 5. Information about how the inspection will be conducted and your rights to appeal or complain. 6. The role and purpose of self-assessment. 7. The importance of good organisation and preparation for registration and inspection. 8. How to involve children and families in ways that are positive and beneficial to them and to the setting. 9. How to manage change positively in ways that are sensitive to colleagues

⁵ Still in draft

	<p>and lead to beneficial outcomes for children, families and other stakeholders.</p> <p>10. Organisational and management development and change. How to respond positively to comments and actions as a result of inspection.</p> <p>11. Data protection and confidentiality and security of information relevant to your work.</p>
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Required Skills	<p>Level 5 childcare manager must be able to:</p> <ol style="list-style-type: none"> 1. Evaluate policies, procedures and documentation in the light of requirements for registration and inspection such as: <ol style="list-style-type: none"> a. Establish the requirements of registration and inspection. b. Check policies, procedures and documentation in the light of requirements, establishing if there are gaps or inaccuracies. c. Consult and clarify findings with colleagues and others who are involved. d. Develop and improve policies, procedures and documentation to meet regulatory requirements. e. Ensure actions to previous inspections in a timely manner. 2. Evaluate practice in the light of requirements for registration and inspection: <ol style="list-style-type: none"> a. Establish the requirements of registration and inspection and their implications for practice. b. Check practice in the light of requirements, establishing if there are areas where development is required. c. Consult and clarify findings with colleagues and other stakeholders. d. Ensure that requirements from previous inspections are dealt with in a timely manner. 2. Co-ordinate and support changes and development to practice in order to meet registration and inspection requirements: <ol style="list-style-type: none"> a. Present options for change and development to colleagues and other stakeholders. b. Agree objectives for change and development with colleagues, drawing on your evaluations and previous inspection reports.
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| | <ul style="list-style-type: none">c. Clarify requirements and resource implications.d. Implement change in an organised and manageable way, ensuring colleagues are confident in their roles and responsibilities.e. Identify training and qualification needs and investigate where and how these can be met. |
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CDC 510: Evaluate, Assess and Support Children’s Communication

<p>Description of Unit</p>	<p>Children reach developmental milestones at different rates. Thus the service must be able to cater for children of the same age group but of different communication skills and at different stages in their development. Moreover, the service must facilitate in the development of the child’s communication skills. The manager must be able to refer the service-users to other professionals and coordinate multi-agency and multi-professional intervention to support the development of the child’s communication skills.</p>
<p>Performance Criteria</p>	<p>The Childcare manager must have knowledge of legislation and ethical guidelines that regulate the sharing of information and dealing with sensitive information.</p> <p>The childcare manager/ supervisor must have good knowledge of:</p> <ol style="list-style-type: none"> 1. Services available that may be of help in the development of the communication skills of children. 2. Issues for children’s development and learning in a bilingual settings or where children are learning through an additional language; the manager needs to know what language the parents are using at home and discuss with parents the language to be used with the child while he/she is at the centre. 3. Relevant research into the influences on children’s communication development and how this research may influence practice. 4. Expected pattern of communication development for the children with whom you work. 5. The importance of early intervention in communication. 6. The types of resources, equipment, activities and experiences that are most productive in the development of communication, including ICT. <p>The child care worker must have the ability to:</p> <ol style="list-style-type: none"> 1. Support the assessment of children's communication, language and pre-literacy. 2. Facilitate the provision of an environment that promotes and enhances children's communication, language and pre-literacy. 3. Support the monitoring, evaluation and planning of improvements to support children's communication, language and pre-literacy. 4. Incorporate communication, language and pre-literacy development into

	<p>areas of play, imagination and learning.</p> <p>5. Continually seek to remain updated in this field, through independent research and continuous professional development.</p>
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<p>Required Knowledge</p>	<p>Level 5 child care manager must know:</p> <ol style="list-style-type: none"> 1. The need for confidentiality and care when dealing with sensitive information about children and families. Security arrangements for storing and retrieving information in your setting and the reasons for them. 2. The requirement for valid and reliable data when making assessments of children's development of communication language and pre-literacy skills: what this means, and how it can be implemented. 3. The requirements of current curriculum frameworks that operate in your home country, what information and resources are required, what planning and implementation arrangements are required. 4. Your setting's processes and procedures for observing, assessing, recording and implementing communication language and pre-pre-literacy skills. 5. Relevant research into the influences on children's communication development and how this research may influence practice. 6. The expected pattern of communication development for the children with whom you work. 7. The importance of early intervention in communication and how this can be set in motion within the context of your work. 8. The benefits of a multi-agency, multi-professional approach, the range of professionals who work within children's services or who may be relevant to children's services, in particular, speech and language pathologist. 9. Specific issues for children's development and learning in bilingual settings or where children are learning through an additional language. 10. Protocols for sharing information. 11. Significant theoretical perspectives on children's communication, language and pre- literacy development. 12. How to adapt your practice to support the development of communication for the children for whom you are responsible, including different genders, ages, needs and abilities.
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	<ol style="list-style-type: none"> 13. The significance of children's communication, language and pre-literacy in underpinning their learning and development. 14. How to incorporate communication, language and pre-literacy development into areas of play, imagination and learning in ways that are meaningful and enjoyable for children. 15. Different types of communication that may be used, including strategies for children requiring additional support to communicate. 16. Approaches, strategies and guidance to the development of pre-literacy skills and how these are implemented within your setting. 17. Support that may be available for children whose home language is not English or Maltese and how this may be accessed and utilised in your setting. 18. The importance of involving families and communities in children's learning and how this can be implemented and organised. 19. The importance of involving children in the development of their own communication, language and pre-pre-literacy policies, procedures, lines of reporting and accountability, and referral systems that are used in your setting and local area, where there are concerns about children's communication, language and pre-literacy. 20. Support and training that may be available locally and nationally for supporting children's communication, language and pre-literacy. 21. The types of resources, equipment, activities and experiences that are most productive in the development of communication, including ICT.
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<p>Required Skills</p>	<p>Level 5 child care manager must be able to:</p> <ol style="list-style-type: none"> 1. Support the development of systems to assess children's communication, language and pre-literacy. 2. Support the assessment of children's communication, language and pre-literacy, using observation and feedback from reliable sources including families and the children themselves. 3. Support the identification and referral of concerns to the appropriate agency or professional. 4. Encourage colleagues to reflect on practice by modelling reflective skills.
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5. Organise the planning and development of programmes and activities to support children's communication, language and pre-literacy, according to their age, needs and abilities.
6. Work with colleagues to develop a rich learning environment that promotes and enhances children's communication, language and pre-literacy.
7. Support the use of ICT to support communication, language and pre-literacy.
8. Ensure opportunities are taken to extend and develop communication, language and pre-literacy for individuals and groups of children.
9. Identify and support colleagues in determining adequate and appropriate resources to support children's communication, language and pre-literacy.
10. Encourage responsive and sensitive interventions to support communication, language and learning.
11. Work with colleagues to adapt practice to ensure equality of access for all children to programmes and activities that support communication, language and pre-literacy.
12. Ensure children can take part effectively and confidently in activities.
13. Support systems and procedures to monitor and evaluate the development of children's communication, language and pre-literacy in the light of current best practice.
14. Facilitate the development of systems and procedures to evaluate the provision for children's communication, language and pre-literacy.
15. Identify issues for continuous development and improvement.

CDC 511: Evaluate, Assess and support children’s creativity

<p>Description of Unit</p>	<p>The childcare manager/ supervisor must be able to evaluate and support children's creativity. The main purpose of child care services is to positively enhance the children’s learning and development. The childcare manager/ supervisor is responsible for overseeing, evaluating and supporting children’s creative development in the evaluation and support of children’s creative development and has significant responsibility for supporting children, families, staff and other adults within the setting or service. If necessary the manager may have to work with other professionals with specific expertise in particular areas concerning children's creative development.</p>
<p>Performance Criteria</p>	<p>The child care worker must have knowledge of:</p> <ol style="list-style-type: none"> 1. Resources available to support children’s developing creativity. 2. Requirements of current curriculum frameworks, what information and resources are required, including planning and implementation arrangements. 3. How to adapt practice to support the development of creativity for children and the National Standards for Child Day Care Facilities. 4. How to encourage the development of children’s creativity. 5. Appropriate agencies for referral of children when you have concerns about development. 6. The role of children's play in supporting development and creativity and how play may be integrated into most aspects of provision. 7. How to encourage the development of children’s creativity. 8. The strategies, systems and procedures for monitoring and evaluating provision for children's creativity, using the planning cycle and recognising the need for continuous improvement. 9. Be able to recognise when children’s creativity could be indicative of developmental concerns.
	<p>Level 5 childcare manager must know:</p> <ol style="list-style-type: none"> 1. The resources resources to support children’s developing creativity available locally and nationally. 2. Data protection and confidentiality and security of information relevant to the work. 3. The requirement for valid and reliable data when making assessments of children's creative development, what this means, and how it can be

**Required
 Knowledge**

- implemented.
4. The requirements of current curriculum frameworks in creativity, what information and resources are required, what planning and implementation arrangements are required.
 5. The setting's processes and procedures for observing, assessing and recording: when and how these link to external requirements or curriculum frameworks.
 6. How to adapt your practice to support the development of creativity for children for whom you are responsible, including different ages, genders, ethnicities, needs and abilities, including children with disabilities and special educational needs.
 7. Relevant research into the influences on how children develop and how this research may influence practice.
 8. Appropriate agencies for referral of children when there are concerns about development, the role and purpose of the different agencies and the benefits of a multi-agency approach.
 9. The range of professionals who work within children's services or who may be relevant to children's services; the benefits of a multi-professional approach.
 10. Knows the effect of multilingual / additional language settings on children's creativity, development and learning.
 11. Preferred formats for recording information and rationale for their use.
 12. Protocols for sharing information.
 13. The developmental nature of childhood and the holistic, integrated nature of development.
 14. The role of children's play in supporting development and creativity and how play may be integrated into most aspects of provision.
 15. Recognition that development depends on the child's level of maturity and their prior experiences and that adult expectations should be realistic and take this into account.
 16. The importance of creativity in learning and in enabling children to discriminate and make connections between different objects and experiences.
 17. The role of exploration and discovery in developing creativity and how to incorporate this within the setting or service.

	<ol style="list-style-type: none"> 18. The importance of creativity in the development of positive physical and mental health. 19. The role of creativity in the development of the imagination, representation, artistic and expressive skills and concepts. 20. The relative value of activities, equipment, experiences and materials for the enhancement of children's creativity: how and why you select from the available range. 21. How the focus of creativity is on the creative process, not particular end products and ensuring this focus is central within your area of responsibility. 22. The importance of involving children in the assessment and development of their own creativity, according to their age, needs and abilities, and how this can be done.
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Required Skills	<p>Level 5 child care manager must be able to:</p> <ol style="list-style-type: none"> 1. Identify relevant curriculum and assessment framework requirements. 2. Support the development of systems to assess children's creative development. 3. Facilitate the assessment of children's creativity, using observation and feedback from reliable sources, including families and the children themselves. 4. Encourage the recognition and appropriate responses to children who require additional support. 5. Recognise in your assessment the broad scope of creativity and creative development. 6. Support the prompt identification and referral of concerns to the appropriate agency or professional. 7. Support the planning and development of programmes to support the creative development of children, according to their age, needs and abilities and the requirements of curriculum and assessment frameworks. 8. Work with colleagues to ensure a rich learning environment, that is safe, supportive and welcoming to children's creative expression. 9. Facilitate and support high quality displays of children's work that support
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	<p>and extend their self esteem.</p> <ol style="list-style-type: none">10. Ensure opportunities are taken to extend and develop creativity and encourage children to explore and innovate.11. Encourage sensitive and responsive interventions to support learning.12. Work with others to adapt practice to ensure equality of access for all children to programmes and activities that support creativity.13. Ensure children take part effectively and confidently in activities.14. Support systems and procedures to monitor and assess the development of children's creativity in the light of current best practice and relevant curriculum and assessment frameworks.15. Facilitate the development of systems and procedures to evaluate the provision for children's creativity.16. Support childcare manager with the inclusion of children and families in the evaluation, as appropriate to the children's age needs and abilities.17. Identify issues for improvement and plan for continuous development and improvement.18. Support the prompt identification and referral of concerns to the appropriate agency or professional.
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CDC 512: Manage finance for your area of responsibility

<p>Description of Unit</p>	<p>Running a home-based or centre-based childcare service requires planning to ensure efficient budgeting and the maximising of financial resources. Moreover, the child care manager must be able to encourage colleagues and subordinates to think of ways to reduce expenditure, to ensure that they adopt behaviours to make efficient use of budgeting and financial tools.</p>
<p>Performance Criteria</p>	<p>The child care manager must understand the following:</p> <ol style="list-style-type: none"> 1. The purpose of budgetary systems and the importance of financial responsibilities. 2. How to discuss, negotiate and confirm budgets with colleagues. 3. Encourage colleagues to think about ways of reducing expenditure and increasing income. 4. The importance of contingency plans. 5. How to review the financial performance against the stated objectives.
<p>Required Knowledge</p>	<p>Level 5 child care manager must know:</p> <ol style="list-style-type: none"> 1. The purposes of budgetary systems. 2. The importance of agreeing on financial responsibilities, including the limits of one's authority with those to whom you report. 3. Where to get and how to evaluate the available financial information in order to be able to prepare a realistic master budget. 4. The importance of taking account of the objectives and associated plans in developing and operating the master budget. 5. How to identify opportunities and delegate responsibility for budgets. 6. The importance of consulting with colleagues in identifying priorities, potential problems and risks and generally preparing the budget. 7. How to discuss, negotiate and confirm budgets with colleagues and with people who control the finance and the key factors that should be covered. 8. How to establish systems to monitor and evaluate performance against

**Required
 Knowledge**

- budgets.
9. The importance of contingency plans and the type of contingencies that may occur.
 10. The main causes of variances and how to identify them.
 11. What different types of corrective action could be taken to address identified variances.
 12. The importance of agreeing revisions to the budget and communicating the changes.
 13. The importance of providing regular information on the financial performance to relevant people.
 14. How to identify types of fraudulent activities.
 15. How to encourage colleagues to think about ways of reducing expenditure and increasing income.
 16. How to review the financial performance against the stated objectives.
 17. Factors, processes and trends that are likely to affect financial management in the sector.
 18. Legal, regulatory and ethical requirements in the sector.
 19. The scope and nature of one's responsibility including the vision, objectives and operational plans.
 20. Financial responsibilities, including the limits of your authority.
 21. The people one reports to in the organisation.
 22. Financial information available in the organisation.
 23. Activities for which budgets have been delegated.
 24. The budgeting period used in the organisation.
 25. Organisational guidelines and procedures for the preparation and approval of budgets; for monitoring and reporting of performance against budgets and revising budgets.
 26. The agreed master budget for the work place setting including delegated

	<p>budgets.</p> <p>27. Systems established for managing and evaluating performance against budgets.</p> <p>28. Contingency plans put in place.</p>
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Required Skills	<p>Level 5 child care manager must be able to:</p> <ol style="list-style-type: none"> 1. Undertake financial responsibilities, within the limits of one's authority, in agreement with the superior. 2. Gather and evaluate relevant financial information and the objectives and associated plans for one's area and consult with colleagues to identify priorities, potential problems and risks. 3. Identify and make use of opportunities to delegate responsibility for budgets for clearly defined activities to colleagues in your area, providing them with the required ongoing support and resources. 4. Discuss and, if appropriate, negotiate delegated budgets with colleagues and agree on provisional budgets. 5. Consult on and develop a realistic master budget for one's area and submit it to the relevant people in the organisation for approval and to assist the overall financial planning process. 6. Discuss and, if appropriate, negotiate the proposed master budget for one's area with the relevant people in the organisation and communicate the final budget to colleagues in your area. 7. Establish systems to monitor and evaluate performance against delegated budgets and the master budget and put contingency plans in place. 8. Identify the causes of any significant variances between what was budgeted for and what actually happened. Discuss and ensure that prompt corrective action is taken, obtaining agreement from the relevant people if required. 9. Propose revisions to the master budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people. 10. Provide ongoing information on the financial performance of one's area to relevant people in your organisation. 11. Advise the relevant people as soon as possible if one identified evidence of any potentially fraudulent activities.
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Required Skills

12. Encourage colleagues in your area to think about and identify ways of reducing expenditure and increasing income, selecting and pursuing those ideas which have potential for implementation.

13. Review the financial performance of one's area, particularly in relation to achievement of the stated objectives, and identify improvements for the future.

14. Act within the limits of your authority.

15. Be vigilant for potential risks.

16. Develop systems to gather and manage information and knowledge effectively, efficiently and ethically.

17. Clearly agree what is expected of others and hold them to account.

18. Respond quickly to crises and problems with a proposed course of action.

19. Comply with, and ensure others comply with, legal and regulatory requirements, organisational policies and professional codes, principles and values.

20. Prioritise objectives and plan work to make best use of time and resources.

21. Use communication styles that are appropriate to different people and situations.

29. Take and implement difficult and/or unnecessary decisions, if necessary.