

Name:

A qr code with green border

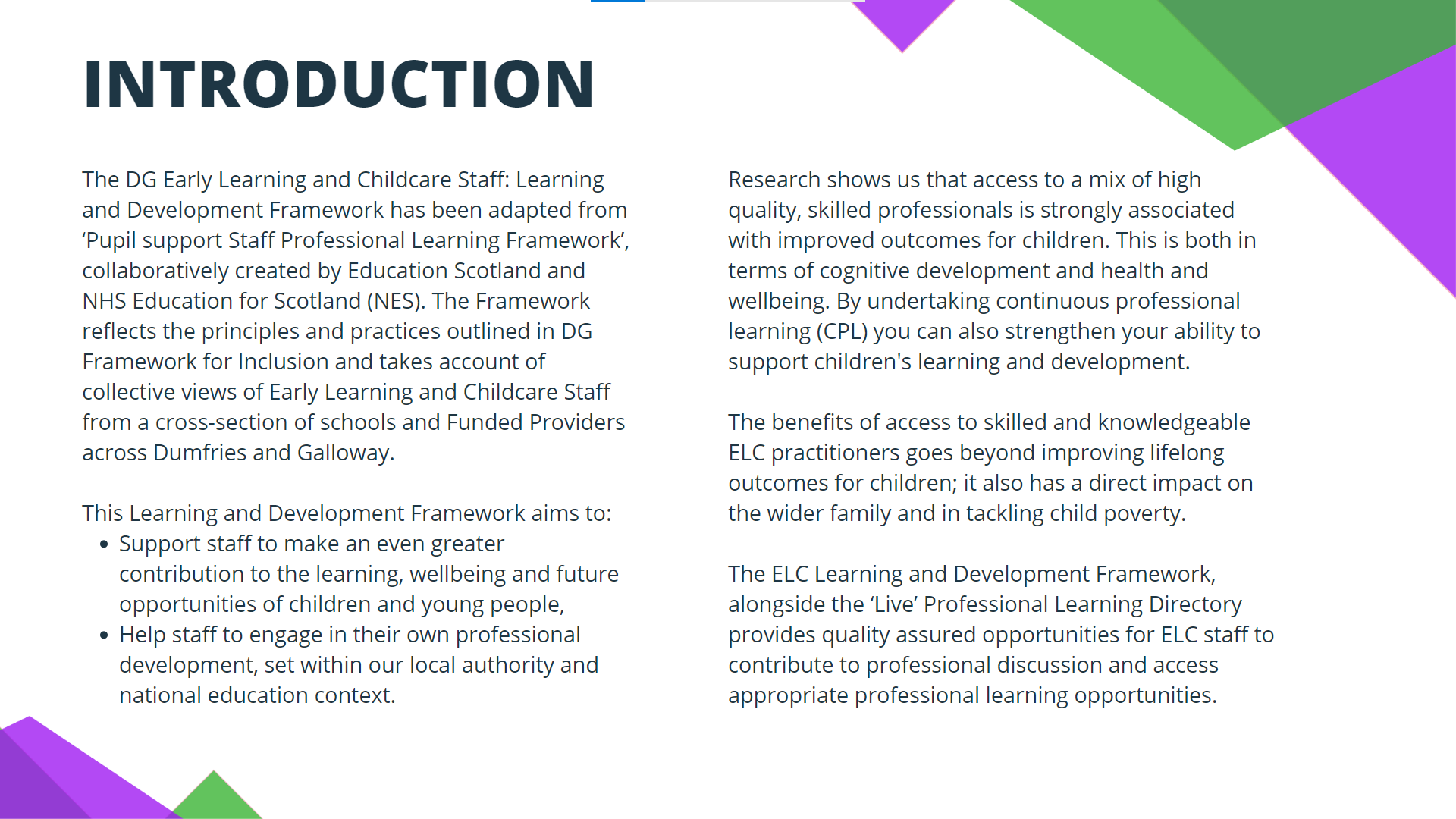
Description automatically generated

A purple and green text

Description automatically generated with low confidence

*“*Continuous professional learning (CPL) is an essential component of ELC quality and is linked to children’s development. We want a well-trained, professional and skilled workforce with access to high quality professional learning to help deliver the best ELC experience for our children.*”*

*(Realising the Ambition, 2020).*



3



4

4

.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5  4  [Early Learning and Childcare Information for Casual Staff (office.com)](https://sway.office.com/uM7oeH6dKh3hTRJv?ref=email)  [Early Learning and Childcare Information for Casual Staff (office.com)](https://sway.office.com/uM7oeH6dKh3hTRJv?ref=email)  **Section 1** | | | | |
| **Scottish Educational Context and Knowledge** | | | | |
| **Subsets** | **Approximate Learning Time** | **Professional Learning** | **Reflections and Next Steps** | **Have you completed this subset? Please click below to select an option** |
| Scottish education context | 5 minutes  5 minutes | [Curriculum for Excellence](https://sway.office.com/XGQ1urAfD8HuWB8E?ref=Link&loc=mysways)  [Getting It Right for Every Child](https://sway.office.com/XGQ1urAfD8HuWB8E?ref=Link&loc=mysways)  [Child Development in the Early Years](https://sway.office.com/XGQ1urAfD8HuWB8E?ref=Link&loc=mysways) |  | No |
| UNCRC and Rights and Participation | 5 minutes  10 minutes | [United Nations Convention on the Rights of the Child (UNCRC): A Rights based approach in the Early Years](https://sway.office.com/EMDBLiQhmNnm2FXZ?ref=Link&loc=mysways)  [Learning Through Rights in the Early Years: Weaving the UNCRC through Policy, Provision and Everyday Practice](https://sway.office.com/EMDBLiQhmNnm2FXZ?ref=Link&loc=mysways) |  | No |
| GDPR | 5 minutes | [An Introduction to General Data Protection Regulation (GDPR)](https://sway.office.com/xjRAMLo2iF1vKVYa?ref=Link&loc=mysways) |  | No |
| Responsibility of All | 4 hours  15 minutes  20 minutes | [respectme: Scotlands Anti-Bullying Service](https://sway.office.com/DH4Q8XHaASXzJDve?ref=Link&loc=mysways)  [Health and Safety at Work, Accident/Incident reporting & Fire Safety](https://sway.office.com/DH4Q8XHaASXzJDve?ref=Link&loc=mysways)  [Manual Handling of Young People and Equipment](https://sway.office.com/DH4Q8XHaASXzJDve?ref=Link&loc=mysways) |  | No |
| **Section 2** | | | | |
| **Communication and Collaboration: Developing Positive Relationships** | | | | |
| **Subsets** | **Approximate Learning Time** | **Professional Learning** | **Reflections and Next Steps** | **Have you completed this subset? Please click below to select an option** |
| The skills to build positive, trusting relationships with **children and young people** (mentoring and interpersonal skills) | 2 minutes  15 minutes  10 minutes  8 minutes  15 minutes  1-2 hours  TBC | [How to support a child who makes a disclosure.](https://sway.office.com/WTLAnobqCR73h23R?ref=Link&loc=mysways)  [Building positive relationships.](https://sway.office.com/WTLAnobqCR73h23R?ref=Link&loc=mysways)  -What is a Relationship- Rich approach?  -Barnardo’s Scotland. All About Relationships  [Introduction to Trauma Informed Practice.](https://sway.office.com/WTLAnobqCR73h23R?ref=Link&loc=mysways)  [Trauma awareness when supporting people who have a learning disability](https://sway.office.com/WTLAnobqCR73h23R?ref=Link&loc=mysways)  [Why does ‘shaming’ not positively impact behaviour?](https://sway.office.com/WTLAnobqCR73h23R?ref=Link&loc=mysways)  [Understanding the social factors which may impact on Children’s Outcomes in the Early Years](https://sway.office.com/WTLAnobqCR73h23R?ref=Link&loc=mysways) |  | No |
| The ability to build positive relationships with **parents and carers** (language skills) | TBC  10 minutes | [Supporting Parents to Further Engage in their Child's Development](https://sway.office.com/7YIG7kwdYtQebgA2?ref=Link&loc=mysways)  [Effective Communication: Having difficult conversations.](https://sway.office.com/7YIG7kwdYtQebgA2?ref=Link&loc=mysways) |  | No |
|  | | | | |
| **Section 3** | | | | |
| **Child Wellbeing and Development** | | | | |
| **Subsets** | **Approximate Learning Time** | **Professional Learning** | **Reflections and Next Steps** | **Have you completed this subset? Please click below to select an option** |
| The ability to identify and respond to the **emotional, wellbeing** and **development needs** of children and young people | 5 minutes  5 minutes per section (5)  9 hours per week x 12 weeks.  5 minutes | [What is Neurodiversity?](https://sway.office.com/lM5Vir5hTQWHesgF?ref=Link&loc=mysways)  [Introduction to Autism](https://sway.office.com/lM5Vir5hTQWHesgF?ref=Link&loc=mysways)  [Introduction to Neuroscience in the Early Years](https://sway.office.com/lM5Vir5hTQWHesgF?ref=Link&loc=mysways)  (Accredited Course)  [Introduction to Attunement and Attachment](https://sway.office.com/lM5Vir5hTQWHesgF?ref=Link&loc=mysways) |  | No |
| The ability to support **positive relationships and behaviour,** including **reducing distressed behaviour** | 10 minutes  20 minutes  15 minutes  15 minutes | [Introduction to Nurture: The 6 Nurturing Principles](https://sway.office.com/394ydnGdYctAKS3v?ref=Link&loc=mysways)  [Introduction to distressed behaviour and how to help.](https://sway.office.com/394ydnGdYctAKS3v?ref=Link&loc=mysways)  [Self Regulation Strategies for Early Childhood and those with SEND](https://sway.office.com/394ydnGdYctAKS3v?ref=Link&loc=mysways)  [Solihull Approach:](https://sway.office.com/394ydnGdYctAKS3v?ref=Link&loc=mysways)  **Developmental** and **Emotional Milestones** |  | No |
| The **skills, knowledge** and ability to support children and young people | 1 hour  1 hour  15 minutes  TBC  TBC  TBC | **Curricular Support**  Numeracy  [Early Numeracy](https://sway.office.com/NpG7XDFpwzKrFYxW?ref=Link&loc=mysways)    Literacy  [Supporting the Development and Progression of Children's Early Language and Literacy](https://sway.office.com/NpG7XDFpwzKrFYxW?ref=Link&loc=mysways)  Health and Wellbeing  [Mental Health and wellbeing](https://sway.office.com/NpG7XDFpwzKrFYxW?ref=Link&loc=mysways)  - We all have mental health.  [Play Well- Supporting Wellbeing Through Play](https://sway.office.com/NpG7XDFpwzKrFYxW?ref=Link&loc=mysways)  STEM  [National STEM CPL Module](https://sway.office.com/NpG7XDFpwzKrFYxW?ref=Link&loc=mysways) |  | No |
| The ability to **support language** and **communication development** in children and young people | 10 minutes per course. | [**How to support effective communication**](https://sway.office.com/rEzBkAdVife0EpSS?ref=Link&loc=mysways)  **(Certificated Modules)**  [**Understanding Deaf and Hearing Loss**](https://sway.office.com/rEzBkAdVife0EpSS?ref=Link&loc=mysways)  **(Login must be created)**    [**Understanding Cerebral Visual Impairment**](https://sway.office.com/rEzBkAdVife0EpSS?ref=Link&loc=mysways)  **(CVI)** |  | No |
| **Safeguarding and Child protection** | 10 minutes | [**Child Protection and safeguarding**](https://sway.office.com/jjKvemrLsSs426k5?ref=Link&loc=mysways)  [**Child sexual exploitation in Dumfries and Galloway**](https://sway.office.com/jjKvemrLsSs426k5?ref=Link&loc=mysways) |  | No |
|  |  |  |  |  |
| **Section 4** | | | | |
| **Personal and Professional Development** | | | | |
| **Subsets** | **Approximate Learning Time** | **Professional Learning** | **Reflections and Next Steps** | **Have you completed this subset? Please click below to select an option** |
| The ability to drive **your professional development,** with the support of your school, employer and national agencies | Variable | [My Learning App and SSSC Open Badges](https://sway.office.com/qLnpCcjfQlRC9YqH?ref=Link&loc=mysways) Recording your Professional Learning |  | No |
| Self-Evaluation in Early Learning and Childcare | 40 minutes | [Self-Evaluation for Self-Improvement](https://sway.office.com/0kbAtFCi1yxNcEZb?ref=Link&loc=mysways)  Spotlighting effective practice in Belmont Nursery |  | No |
| **Section 5** | | | | |
| **Wellbeing, Organisation and Creativity** | | | | |
| **Subsets** | **Approximate Learning Time** | **Professional Learning** | **Reflections and Next Steps** | **Have you completed this subset? Please click below to select an option** |
| The ability to adapt and **develop creative solutions** in the **ELC Setting** | 2 minutes per video  10 minutes  55 minutes  5 minutes  30 minutes | [Building confidence in identifying and responding to additional needs.](https://sway.office.com/UIceE37Vfw6rirZj?ref=Link&loc=mysways)    [Play in Early Childhood: The Role of Play in any Setting](https://sway.office.com/UIceE37Vfw6rirZj?ref=Link&loc=mysways)  [The Brain Architects: Building Resilience Through Play](https://sway.office.com/UIceE37Vfw6rirZj?ref=Link&loc=mysways)  [Brain- Building Through Play: Activities for Infants, Toddlers and Children](https://sway.office.com/UIceE37Vfw6rirZj?ref=Link&loc=mysways)  [Understanding Gendered Play](https://sway.office.com/UIceE37Vfw6rirZj?ref=Link&loc=mysways) |  | No |
| The ability to positively **manage your personal wellbeing** with the support of your employer and establishment team | 5 minutes | [Dumfries and Galloway Council- Self Referral Services](https://sway.office.com/H0CBBRbsu3RyPCHm?ref=Link&loc=mysways)  [Your Wellbeing Action Plan](https://sway.office.com/H0CBBRbsu3RyPCHm?ref=Link&loc=mysways) |  | No |
| The ability to **plan**, with your line manager, for maximum**, positive impact** of pupil contact time | Variable | [Performance and Development Review- DG Paperwork](https://sway.office.com/KwbqD04CFMPvp4TN?ref=Link&loc=mysways) |  | No |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A picture containing graphics, logo, font, graphic design  Description automatically generated**‘Live’ Professional Learning Record**  Click here to access: [Live Professional Learning Directory 23-24.pdf](https://glowscotland.sharepoint.com/:b:/r/sites/dumfriesandgallowaycouncil/D%26GCouncil/DGCPD/Courses/Live%20Professional%20Learning%20Directory%2023-24.pdf?csf=1&web=1&e=Nzohlg) | | | | |
| **Course/ Session Title** | **Date** | **Hours to claim back?**  **(See** [**LA Additional Hours Funding- FAQs Oct 23.docx**](https://glowscotland.sharepoint.com/:w:/r/sites/dumfriesandgallowaycouncil/D%26GCouncil/Supporting%20Learners/Learning%20Assistants/Additional%20Funding%20for%20PL-%20FAQs/LA%20Additional%20Hours%20Funding-%20FAQs%20Oct%2023.docx?d=w748441c258654e9a83fb1284012dfa3f&csf=1&web=1&e=6h8IEr)**)** | **Reflections and Next Steps** | **Time sheet complete?**  **Please click below to select an option** |
| *e.g.*  *Meeting Learners Needs* | *Wednesday 15th November* | *3.30pm-4.25pm*  *(55mins)* | ***Autism- Top Tips:*** *We often have the closest relationship with the young people, so have confidence to share your insight/ knowledge/ recommendations with the class teacher. Small changes can make a big difference- too much perfume? Subtle noises?*  ***Ed Psyc:*** *PACE- Dan Huges. Think about using a Playful, Accepting, Curious and Empathetic approach. Use ‘I wonder’ instead of ‘You are being….’*  ***Relationship Rich Schools:*** *Nurture principles, children’s brains can be in ‘Saber Tooth Tiger Land’ be empathetic to this, Unconditional positive regard, teaching children how to behave is part of their learning- manage our expectations.* | Yes  **Date:**  15.11.2023 |
|  |  |  |  | No  **Date:** |
|  |  |  |  | No  **Date:** |
|  |  |  |  | No  **Date:** |
|  |  |  |  | No  **Date:** |
|  |  |  |  | No  **Date:** |

**A picture containing graphics, logo, font, graphic design

Description automatically generatedA green and purple rectangles

Description automatically generated with low confidence**