

Care and Learning Alliance (CALA)

#OpeningDoors

Annual Report - Year 2
2016 -2017



**Interested
In a career
In childcare?**

Contents

- Introduction
- Outcomes
- Year 2 Overview
- Investors in Young People (IIYP)
- MSP Mark Macdonald
- Intandem Launch – Meeting Deputy First Minister John Swinney
- #ITSCALA16 - CALA Conference 2016
- Year 2 Monitoring and Evaluation
 - Age
 - Contact
 - Gender
 - Qualifications
 - Care Experience
 - Employment status
 - Health and Wellbeing
 - Geographical Locations
 - Referrals
 - Candidate Destinations
- New Branches of the #Openingdoors Tree
 - ELZ
 - RPL
 - Parent Toddler Group Facilitators
 - Shaddowing
 - Partnership Working
 - Schools and Careers Events
- Key Issues
- Feedback from Candidates
- Summary
- Next Steps
- Appendices
 - 1 – Bitesize workshop
 - 2 - #OD RPL
 - 3 – Achievement story – Morgan
 - 4 – Personal Portfolio
 - 5 - #OD Pathway
 - 6 – Blog
 - 7 - Mindfulness

Introduction

#Openingdoors began in April 2015 with funding from Young Start and Care and Learning Alliance (CALA), with some additional funding in 2016 from the Highland Council. Kirsty Hunter was recruited as the Mentoring Support Officer (MSO) to develop and deliver the project within the geographical area of the inner Moray Firth.

Over the allocated 2 year funding period this exciting new project will mentor and guide 40 young people, aged between 16 and 24, into their chosen career in childcare.

The project began with a development period where young people were consulted as to what they needed from the project and what would be the most effective ways to make it meaningful and a successful experience for them as candidates.

By developing and providing individualised support along with innovative learning experiences, peer support and work experience, #Openingdoors began by enabling young people to progress towards, move into or stay in employment, enhance their employment opportunities within the childcare sector or reach a positive destination of their own.

This gradual step by step programme has been developed with great input from young people, alongside various stakeholders, in order to support and empower young people, no matter how vulnerable, to achieve their highest potential.

Outcomes

Young Start Programme Outcomes:-



Young Start stipulated that they considered the following statement to be #Openingdoors primary outcome.

- *"We feel that your project best fits the following Young Start programme outcomes:*

ENTERPRISING - Young people are better prepared for getting a job or starting a business."

However, during the development and delivery period of year 1 2015/16 and year 2 2016/17 the project evolved in a way that it also naturally encompasses the 'Confident', 'Connected' and 'Healthy' outcomes.

Highland Council SLA Outcomes:-

During year 2 (2016/17) we have continued our work with the added partnership of the Highland Council.

These additional outcomes focus on providing opportunities within schools for pupils to gain work experience in childcare settings, to become better prepared for employment within the childcare sector and to promote meaningful opportunities and pathways into a career within the childcare sector. Specific tools were developed to facilitate these sessions. The Openingdoors 'Bitesize'

workshop (See Appendix 1 p.26) encompasses these tools and provides learning outcomes which offer attendees the opportunity to -

- Explore #Openingdoors and Staffbank and the opportunities they can provide – Is it for me?
- Explore the skills and attributes required to be an Early Learning & Childcare (ELC) Practitioner
- Develop a bespoke pathway into a career in ELC, mapping out your own personal journey
- Enhance communication, relationship and core skills

Year Two Overview (April 2016 – March 2017)

During year two 23 young people have accessed the opportunity to explore their options regarding a potential career in childcare. 22 female candidates and 1 male candidate have travelled through their own personal supported pathway. Some have used this support to swiftly guide them in the right direction, enabling them to achieve their goals with greater independence, but the majority have accessed tailored mentoring support relating to employment barriers and the opportunity to gain hands on experience as an ELC practitioner.

"#Openingdoors was very helpful - it gave me a better understanding of childcare, a first-hand view and experience of childcare practice. It enabled me to seek the right information and knowledge that I needed to succeed. Kirsty gave me the right advice at exactly the right time, which meant I made the best decision for me. I wanted to leave school but didn't know how to access a career in childcare in my area as it's a rural area with very limited transport and not much opportunity. I have now nearly completed an NC at college and have gained employment with Staffbank. Oh, and passed my driving test!" M.C age 17

Investors In Young People

In early 2016 MSO Kirsty Hunter supported several mentees to take part in the consultations and workshops facilitated by Investors In Young People (IIYP) during CALA's application for accreditation with the Standard.

The final IIYP report detailed -

The majority of individuals spoken with, as per the IIYP Diagnostic Workshop and the IIYP On-site Assessment Activity really valued Openingdoors – in terms of:

- 1. Addressing vocational uncertainties*
- 2. Providing an Introduction to Childcare (theory & practical)*
- 3. Providing the Core Mandatory Training (Child Protection)*
- 4. Providing practical Work Experience*

A number of individuals described Opening Doors as their 'induction/integration into CALA', whilst still providing an exit-route (with measurable outcomes) should Childcare cease to be their career choice.

Visit From Minister for Childcare and Early Years Mark Macdonald MSP



In July 2016 we had the excitement of a visit from MSP Mark Macdonald. The Minister met with two of the participants in the [#openingdoors project](#), Adrienne and Marc, as well as Mentoring Support Officer Kirsty Hunter, and CALA Chief Executive Valerie Gale.

Mr McDonald was very interested to hear of the fantastic work being done by #Openingdoors, which provides mentorship to young people interested in a career in childcare. #Openingdoors participant Marc explained to the Minister

that he wished the project had existed when he initially left school, as it would have encouraged him to pursue a career in childcare sooner.

Adrienne discussed with the minister the positive impact [CALA's E-Learning Zone](#) has had on her training. As an #Openingdoors participant, Adrienne has free access to our CALA online courses, allowing her to increase her knowledge of subjects relating to childcare and download certificates of achievement to keep for her records and to build her C.V.

"It was fantastic to meet the staff at CALA and Adrienne and Marc who are participating in the Opening Doors programme. I'm delighted the Scottish Government can provide funding to CALA to support their vital work in the Highlands and Moray through their early learning and childcare provision and the Opening Doors programme which helps young people into a career in childcare. I'm looking forward to attending their conference in September to hear more about their work."

– Mark McDonald, Minister for Childcare and Early Years.

Launch of Intandem - Meeting Deputy first Minister John Swinney



During July 2016 #Openingdoors was invited to attend the launch of 'Intandem' - a programme for mentoring Scotland's young people - at Edinburgh City Chambers. At the event we met Dupty First Minister John Swinney, Mentor Michael and Mentee James who spoke brilliantly at the event about his experiences as a mentee. Together we chatted about the importance of mentoring relationships and their potential to improve outcomes for Scotland's children and young people.

CALA Conference 2016 - #ITSCALA16

Openingdoors candidates were delighted to attend the CALA conference in September 2016. This was made all the more accessible by the availability of a crèche for those with young children. All candidates who attended said that they found it '*inspiring*' and found the opportunity to meet and be welcomed by other more experienced CALA employees such a positive experience. They also greatly enjoyed the opportunity to attend workshops and as a whole found the day invaluable for enhancing their learning and confidence.

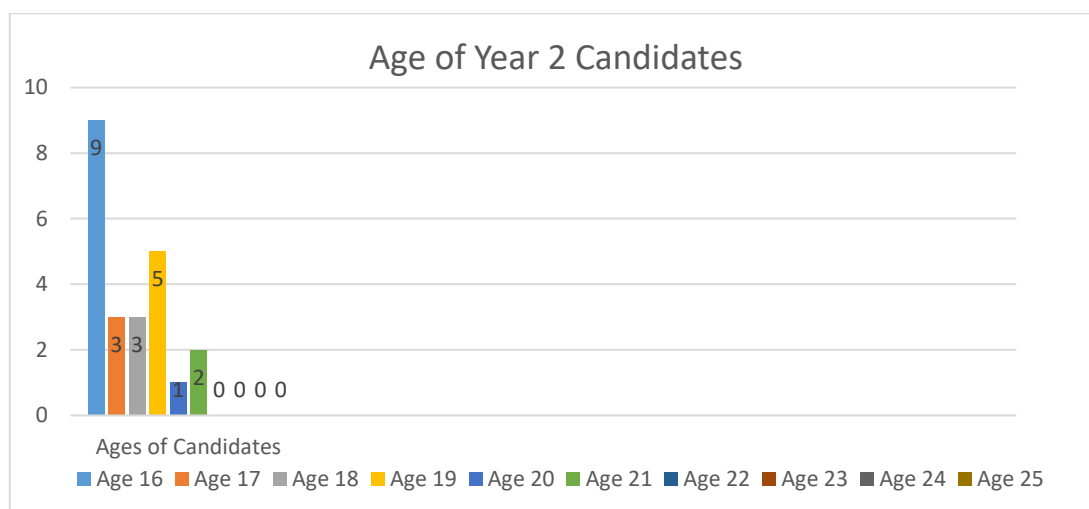
Several #Openingdoors candidates were involved in filming and photography for a video clip explaining what #Openingdoors is. 'A Day in the Life of #Openingdoors' was showcased alongside CALA's other projects in a short film. Click [here](#) to see the #Openingdoors film and [here](#) to see a short clip about the #ITSCALA16 conference.

Year 2 Monitoring and Evaluation

During Year 2 #Openingdoors saw 23 young people become mentee's of the programme. This section will provide snapshots of the statistics surrounding these 23 young people.

- **Age**

42% of the 23 candidates were aged 16 and 98% of the 23 candidates were aged 19 or below.



- **Contact**

the best way to get hold of me is....

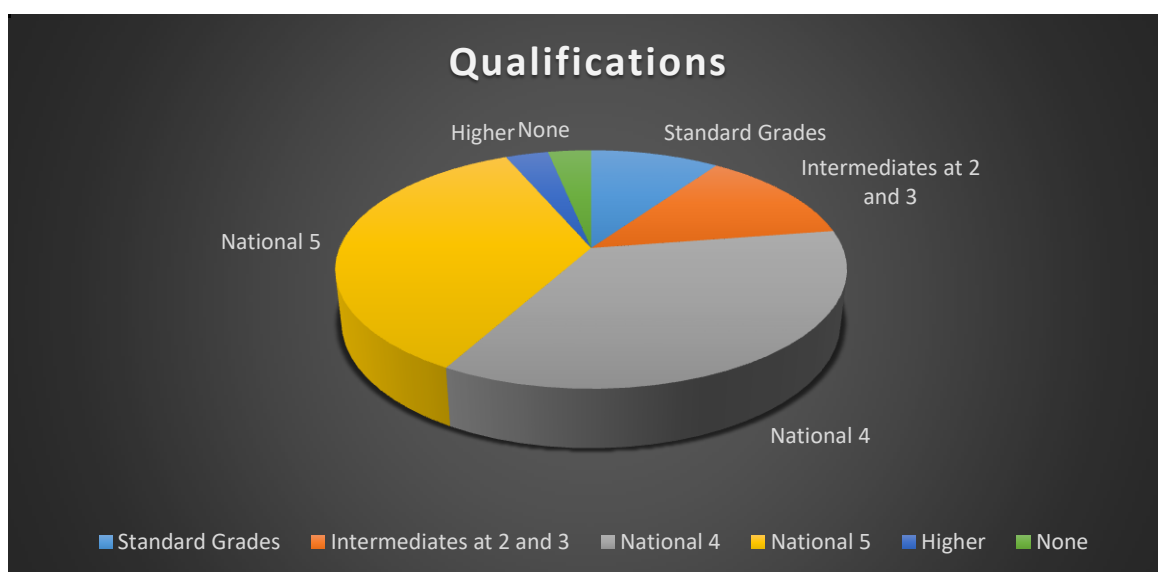
The preferred method of communication for young people was mobile phones. All 23 participants indicated that they could be reached by calling or texting their mobile phone. However, the most commonly used method of communication was Facebook Messenger. This was preferred to calling or texting as not all candidates had credit in their mobile phones consistently.

- **Gender**

22 females and 1 male took part in the project this year.

- **Qualifications**

Of the 23 candidates 1 had no previous qualifications and the remaining 22 participants had a mixture of qualifications ranging from vocational to Higher level.

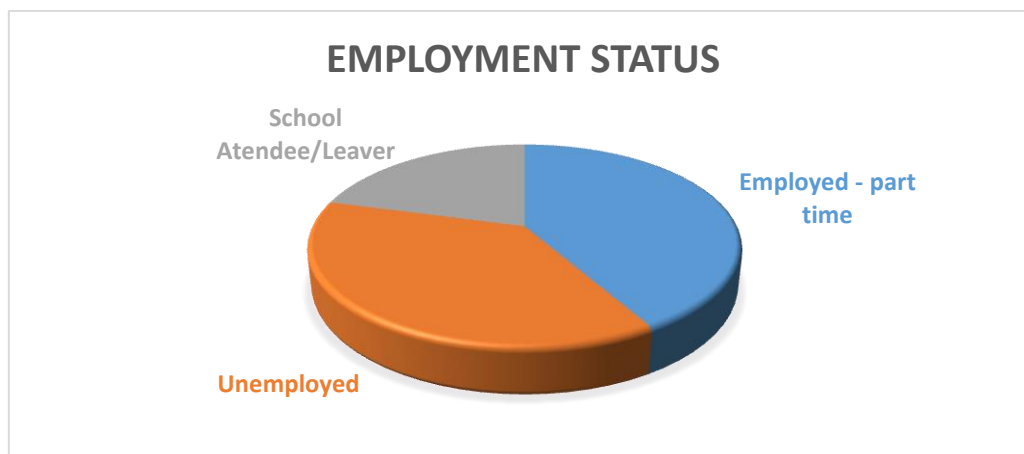


- **Care Experience**

Of the 23 participants 5 were care experienced young people with experiences of kinship care, foster care, residential and secure care. 4 of the 23 candidates had caring responsibilities for family members including siblings and parents.

• **Employment status**

9 of the 23 participants were unemployed when they registered to take part. 4 of these unemployed candidates were on Activity Agreements. 10 candidates were already employed on a part time or casual basis in a sector they did not want to remain in and 4 were school attendees/leavers.



• **Health and Wellbeing**

Of the 23 candidates 13 indicated that they had no disability while the remaining 10 indicated that they had a combination of additional needs:-

- Learning Disability – 3
- Literacy Concerns/Dyslexia – 2
- Mental Health Condition – 5

Additional needs around mental health, particularly anxiety, were the greatest.

• **Geographical Locations**

All 23 candidates came from 3 key areas of the inner Moray Firth.

- Inverness/Nairn area - 11 candidates
- Dingwall/Easter-Ross - 9 candidates
- Brora and surrounding areas – 3 candidates

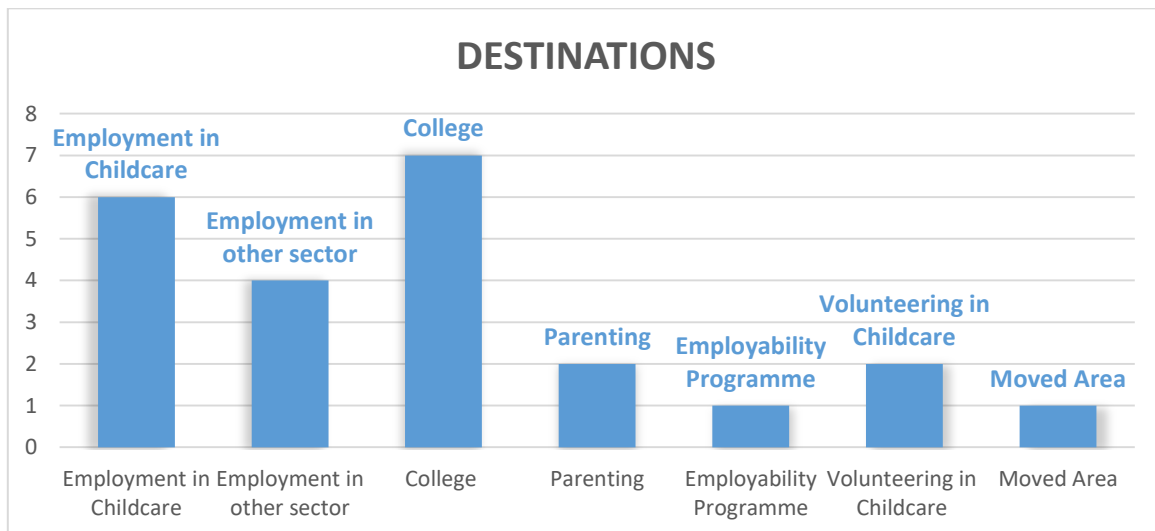
Year 3 will continue further promoting and delivering learning days in these areas with the addition of Ullapool and surrounding areas.

• Referrals

11 young people referred themselves to #Openingdoors via peers sharing information and social media and the remaining 12 were referred by the following agencies:-

- Barnardos – 2
- Highland Council Activity Agreements – 4
- Calman Trust – 1
- Schools via guidance/Hihope – 4
- Homestart Ross and Cromarty - 1

• Candidate Destinations



6 of the 23 candidates have exited #Openingdoors directly into employment within the childcare sector. 4 of these were onto our own CALA Staffbank and 2 were into private nurseries.

4 candidates have exited into or maintained employment in another sector, 7 exited into or maintained college placements and 2 exited to focus on parenting their own families.

2 candidates continue to volunteer in the childcare sector, 1 candidate exited onto another employability programme and 1 candidate exited as she had to move out of the country at short notice.

- **New Branches of the #Openingdoors Tree**

ELZ

CALA's online learning platform (ELZ) has continued to develop and expand throughout 2016. This has provided #Openingdoors candidates with the opportunity to learn flexibly in an environment of their choice, at a time that suits them.

Courses available are –

- Introduction to Child Protection
- Introduction To Risk Assessment
- Top Tips for Interacting with Young Children
- Building the Ambition
- Children Affected by Parental Substance Misuse
- Literacy; Learning for Life

Most candidates used their mobile phones to access the courses while others accessed the courses via a home computer or at a library. For those with little or no access to ICT or Wifi we were able to lend out an electronic notebook for short term use and in specific cases seek funding from partners (Connecting Young Carers) to purchase an electronic notebook to ensure the young person had access to further education and learning.

"It was really good to study at my own pace and take my time on the quiz. I took loads of notes, as there was loads of useful information. It helped me face my fear of getting back to any kind of studying as I didn't do well at school". A.C age 19

Project to date - 28 candidates have accessed the ELZ courses with 34 courses being completed.

Here is #Openingdoors candidate Anne-Marie - delighted with her certificate for completing the Top Tips for Interacting with Young Children course in Inverness Library.



For more information and details of the courses [click here](#).

RPL (Recognition of Prior Learning)

5 of our #Openingdoors candidates have begun to further their learning and development by studying for their SVQ level 3 in Social Services (Children and Young People). As they made the transition to self directed reflective learning they highlighted the benefits they would have experienced with some preparation for studying at this level in the reflective style.

In order to best support our young people to feel less overwhelmed and better prepared for this mode and style of study #Openingdoors developed some supportive learning tools to embed a reflecting learning approach beginning with their first placement session. (See appendix 2 p.27)

Parent and Toddler Facilitators

Another of CALA's services is the pan Highland Parent and Toddler Group Support Service. This team of 8 facilitators provide support to parent and toddler groups in local communities all over the highland area. This seemed like a natural placement avenue for some of our candidates who were perhaps limited by transport options or preferred smaller settings. So far 2 candidates have completed work experience placements with the Parent Toddler Group Facilitators which has given them insight into another strand of work with young children focusing on play, literacy and healthy eating. Please see Appendix 3 (page 34) for an example of one of these achievement stories.

Shadowing

During some of the candidate's transitions from graduating #Openingdoors to working on Staffbank they highlighted that they felt 'ready to go' but required a little bit more support before they 'flew solo'. #Openingdoors utilised one of our Youth Ambassadors to provide the option to shadow them while they were working a Staffbank shift. This provided excellent peer support and a vital supported step through the door.

Partnership Working

As in the previous year our partnership working ethos at #Openingdoors has ensured that our young people have the most support and guidance we can identify for them and in turn support them to access.

This year we have worked with –

- The Calman Trust regarding homelessness, benefits and housing issues
- Skills Development Scotland regarding pathway planning and personal finances such as EMA
- Highland Council Employability and HiHope regarding our pathway into childcare for young people with additional needs
- Connecting Young Carers regarding our pathway and a combined approach to providing young carers who were taking part in #Openingdoors with additional support - such as funding for ICT equipment
- Highland Council Activity Agreements regarding our bespoke pathway options for vulnerable young people
- Highlife Highland for collaborative working (Youth Development Officers)
- Barnardos Works and The Shirrie Project in order to provide individualised pathway plans for young people interested in childcare
- RASASH (Rape and Sexual Abuse Service Highland) in order for specific counselling and advocacy to be accessed
- GP's in order for mental health issues to be better supported
- Guidance teachers and teachers in many secondary schools regarding childcare career pathways and support for candidates
- Inverness college UHI with regards to supporting students in crisis
- Homestart Ross and Cromarty in order to accept a referral and to refer a graduate of #Openingdoors to their prep course for volunteering.

School Engagement and Careers Events

As part of CALA's partner work with the Highland Council #Openingdoors created some development tools in order to meet the outcomes of the SLA regarding young people and their access to information, opportunity and support regarding a career in the childcare sector.

To promote opportunities, share information with and enable young people to develop a personal pathway into childcare the 'My Pathway' document, which illustrates their own personalised pathway onto a career in childcare. This pathway exercise is presented within the 'Bitesize' workshop (see appendix 1 p.26) which has been developed in order to provide the participants with the opportunity to –

- Explore #Openingdoors and the opportunities it can provide – Is it for me?
- Explore the skills and attributes of a childcare worker
- Develop a personal pathway into childcare, mapping out your journey – who and where can I go to for more info?
- Enhance communication and relationship skills

During our time working closely with our partners in education we have been invited by several schools to attend careers fairs and to deliver group and individual 'bitesize' interactive workshop sessions. Schools who have requested our 'bitesize' sessions –

- Tain Royal Academy – September 2016
- Golspie High School – September 2016
- Ullapool High School – October 2016
- Nairn Academy – November 2016
- Invergordon Academy – November 2016
- Kingussie High School – January 2017
- Inverness Royal Academy – January 2017
- Dornoch Academy – February 2017
- Alness Academy – February 2017
- Glen Urquhart High School – February 2017

Various Careers fairs, Modern Apprentice events and Freshers fairs have also been attended, primarily via request from schools, Inverness college, SDS, DYW Inverness - Central Highlands and DYW Caithness – North Highland.

Mental Health

Aspects of mental health continued to be prominent for our year 2 candidates. As a direct result of the highlighted need for more detailed support regarding anxiety and stress from our year 1 candidates we developed our own Mindfulness handout and tutor support notes to be used with young people taking part in #Openingdoors. (See Appendix 7 p.61) We also accessed Scottish Mental Health 1st Aid Training with Young People for our Mentoring Support Officer so that more detailed support and up-to-date signposting could be given. In September we also attended an NHS Highland Adolescent Mental Health Services event where we participated by voicing young people's experiences and views regarding their experiences of mental health services and how they could be improved.

• Key Issues

Several key issues arose during the first year (2015/16) of #Openingdoors that presented as barriers to young people accessing or continuing with the project. One such issue was homelessness which was experienced by 4 young people during their time on the project with 3 others experiencing significant unrest at home.

In year 2 (2016/17) this figure rose to 5 young people experiencing homelessness and 4 experiencing significant unrest at home. Partner agencies were collaborated with in order to ensure each young person received effective solution focused support.

Domestic abuse, drugs and alcohol, literacy issues, mental health, physical wellbeing, transport, advocacy/rights, familial breakdown, financial concerns and pregnancy were all issues faced by young people who took part in #Openingdoors during this last year. Due to effective and collaborative working with our partner agencies the correct support and guidance was accessed.

• Youth Ambassadors

5 Youth Ambassadors were active this year and all gave great insight and encouragement to new candidates. The youth ambassadors are primarily graduates of #Openingdoors and can therefore offer fantastic guidance and 'real' advice to new candidates beginning the project. They have individually attended various group meetings and events to speak about their experiences as a young person exploring a career in childcare. This has been very popular with new candidates and the Ambassadors alike.

- **Youth Ambassadors in Action**

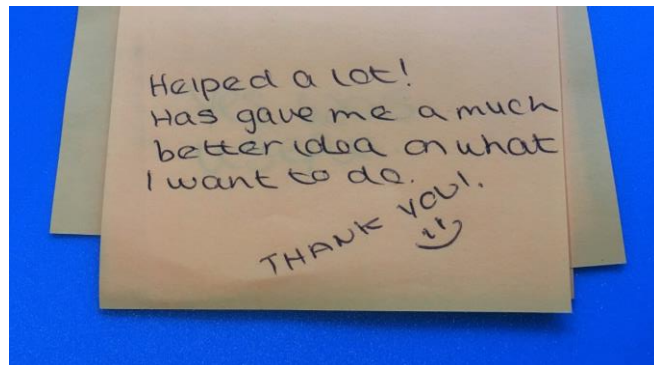
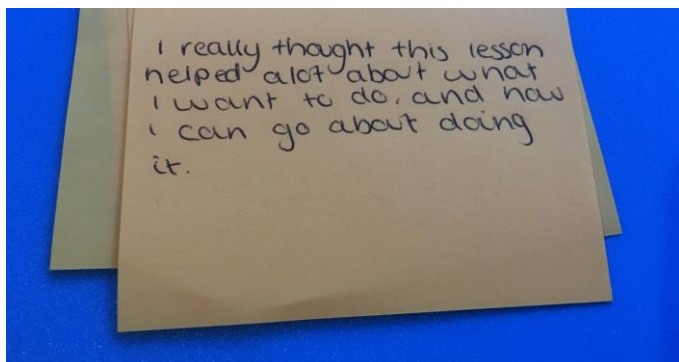
"Having the Youth Ambassadors pop in has been great. They have been through exactly what we're going through and give us brilliant advice and share hands on everyday experiences that they've had while beginning to work in childcare." S.T age 21



#Openingdoors Youth Ambassador Rebecca and Modern Apprentice Nicole attending the MA event hosted at Inverness Royal Academy
March 2017

- **Feedback from Candidates**

Bitesize Workshop Feedback




Individual Feedback

"#Openingdoors has made me realise I definitely want to do this. It's helped me build my confidence and skills, it also helped me to face my fears and gain the courage to just get out there". M.K age 16

"Thank you so much again for everything Kirsty you made me realise I could do more than nail bits of wood together with my life and I promise I'm not going to waste it". M.S age 22

"With Openingdoors I have been working towards my career in Childcare. By helping me Kirsty has got me a placement in a nursery. I have gained more confidence working with children and being able to talk more and be myself and not worry what others may think". A.D age 16



"I feel as if I have improved my social skills due to #Openingdoors. It has given me more confidence to talk and share my opinions in front of people that I don't know". L.G

Partner feedback

"One of the best ways of helping our young people learn about potential careers is to meet and talk directly to prospective employers. Schools career events like the "BIG" apprentice event held as part of Scottish Apprenticeship week was a great example of this. We were delighted to have #Openingdoors exhibit as one of 44 employers with careers to offer over 400 young people on the day.

Childcare services are crucial to the growth of our economy and Kirsty was able at first hand to encourage and inspire our future generation to the opportunities and benefits of a career in childcare"

Andy Maxtone, Developing the Young Workforce, Inverness & Central Highland

- **Summary**

In summary #Openingdoors has had a very busy and successful second year.

23 young people became candidates and 22 have reached positive destinations. 22 of the 23 were female candidates and 1 was male.

The Inverness area had the largest number of candidates of which 98% were aged under 19.

There were a number of barriers and challenges faced by participants which were carefully navigated through. Mental health and housing were the greatest issues. This was closely followed by transport and financial

concerns. Many also cited a lack of ICT equipment in order to enable them to study was a barrier to progression.

There were a significant number of care experienced young people and young people with caring responsibilities who took part in the project citing a desire to 'give something back' to any children who may be experiencing similar adversities that they had encountered as children.

- **Next Steps 2017/18**

Year 3 begins on April 1st and 2017 #Openingdoors is excited to continue developing and growing with our young people in ways that are meaningful to them. Feedback will continue to be a strong theme with regards to developing more innovative learning material and experiences for our young people.

We are very excited to be contributing to CALA's 2017 conference "Workforce Development – Today's Children are Tomorrow's Future" and are very excited about being asked to speak at a Holyrood event regarding workforce development in Early Learning and Childcare which will be held in Edinburgh in June 2017.

The Personal Portfolio document will continue to expand in order to support candidate's progression and learning (see Appendix 4 p.36). The overall pathway will also continue to develop and evolve with our candidates in order best support their pathways and journeys (see appendix 5 p.56).

Geographically we are extending up to the Ullapool area and planning work is already in place to deliver this provision in the summer of 2017.

Placement experiences will be developed further in order to offer an even wider variety of placement options for candidates.

Our work with schools, colleges, careers services and local DYW strategies will also continue to grow in strength in order to promote all opportunities within CALA for young people.



Thank you to our partners for your support and input:-

DYW Inverness and Central Highland

DYW Caithness and Sutherland

NHS Highland

RASASH

Ross-Shire Women's Aid

Waverly Care

UHI - Inverness College

Highland Council 16+ Team

Highland Council Activity Agreements

Highlife Highland Youth Development Team

Barnardo's

Calman

Skills Development Scotland

Jobcenter Plus

Shirlie Project

Home Start Ross and Cromarty

Connecting Young Carers

youngstart

Delivered by



Appendices

#Openingdoors



School Workshop or Bitesize Info Session for #Openingdoors



Bitesize!

Session Objectives/Learning Outcomes

This session will aim to provide the participants with the opportunity to –

- Explore #OD and the opportunities it can provide – Is it for me?
- Explore the skills and attributes of a childcare worker
- Develop a personal pathway into childcare, mapping out your journey
- Enhance communication and relationship skills

Set up and Resources

Create vibrant area with IL props (Toys, Pens, 'Fiddley things')

Take copies of – Quiz, #OD pathway, 'My Pathway', What makes a good childcare worker, body maps

Take pens, postits cards and sweets

Session Plan

1) Intro

Who am I? (Kirsty Hunter)

What I do? (Mentoring Support Officer)

#OD Pathway *HANDOUT* (Briefly discuss #OD)

2) *ACTIVITY* - #OD Quiz

3) What Makes a Good Childcare Practitioner?

If it's a large group split into smaller groups and then either get the group to draw around 1 person on a large sheet of paper or use the character body maps provided.

Ask YP to write or draw their ideas of what skills and qualities a good childcare practitioner has. Ask for feedback and discuss. Emphasise how transferable these skills are.

Finish this activity by giving out handout "What makes a good childcare worker"

4) My Pathway Into Childcare

Share Handout. Use Postits if it's a large group (split into smaller groups and discuss between themselves – then feedback) or if it's a small group just have an open discussion while looking at and breaking down the My Pathway document.

Use part 2 of the document to support YP to explore their own personal pathway. Ensure that they write it down!

5) Finish session with 60s Nappy Change Challenge.

Any more questions?

Hand out pens, postcards and sweets ☺

Optional extras
– Balloon or
SWOT activity

#Openingdoors



Recognition of Prior Learning

How can RPL help me?

RPL can :-

- Improve your confidence
- Improve your written skills
- Prepare you for learning

RPL - Recognition of Prior Learning

What is the Recognition of Prior Learning (RPL)?

"The Recognition of Prior Learning (RPL) is the process for **recognising** learning that has come from **experience** and/or previous formal, non-formal and informal learning.

This could include knowledge and skills gained within **school**, college and university and outside formal learning situations such as through **life** and work experiences or even through a **hobby**".

<http://scqf.org.uk/more/rpl/what-is-recognition-of-prior-learning-rpl/>

RPL and #OD

The below #OD RPL activities aim to **support** you in your preparation for **studying** for your SVQ Level 3 Social Services (Children and Young People) at SCQF Level 7. The SVQ III is the minimum qualification you will require in order to maintain your **SSSC** registration as a Childcare Practitioner.

You don't have to have a strong **academic** education to complete RPL, just a strong desire to learn from and about your own **experiences**. RPL seeks to highlight what has been learned from your experiences in **Childcare** practice.

Remember!!

To work with children you have to register with the SSSC. In order to stay registered you have to gain a recognised qualification within 5 years of registering.

Activity 1:- Trying Out Reflective Thinking

During the first stage of #OD you filled out your **PVG** application form. This meant **collecting** together and even sourcing forms of ID (Birth Certificate, Photo ID and Utility bill).

Let's use this as an experience where you can practice your Reflective Thinking.



Think about the following questions and write down your responses.....

1.

During your experience of gathering/gaining your ID for your PVG application, what went well?

What knowledge and skills did you use that helped it to go well?

What have you learned from this?

How could you use these skills in a different situation?



The above answers you have given defined what was **positive** about your experience. Now let's take a look at the **negative** factors of your experience.



2.

What didn't go well while I was working on my PVG form?

What stopped it going well?

What have I learned from this experience?

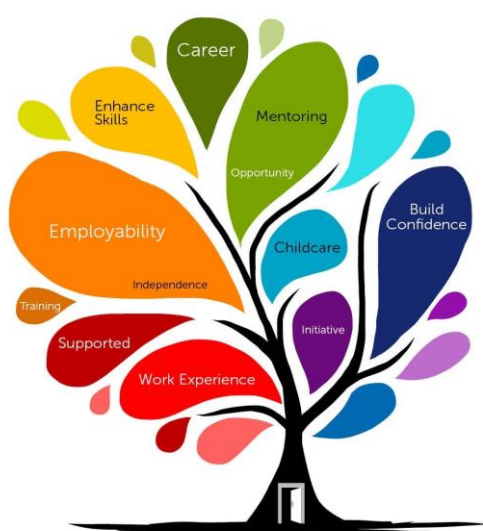


Well Done!!!!

You've just completed your first piece of Reflective Thinking!

Let's now try a Reflective Exercise.....

#Openingdoors



The Hunt is on!

Start Here!

Placement Scavenger Hunt

Now that you have arrived at your **placement** a useful thing to do is to become **familiar** with the setting you are volunteering at. By doing this activity it means you will know where **important** things are **kept/displayed** for any future visits, and it will help familiarise you with the layout of a childcare **setting** in general.

Search for the below items and tick them off as you find them. If you get **stuck** just ask a member of staff who doesn't look too busy! They will be **happy** to help.



1st Aid

Where is the 1st Aid box kept?

.....

Who is the setting's named 1st aider today?

.....

Health and Safety

At the start of every session a health and safety check is carried out. Where is the health and safety checklist?

.....



Cleaning Equipment

Where is the cleaning equipment stored?

.....

What guidelines are displayed with the cleaning materials?

.....

Fire Exits

How many fire exits are there?

.....

Where are the fire blankets/extinguishers kept?

.....



Sign In And Out

Every day parents/carers will sign in their child and indicate who will be collecting them at the end of the session. Where is this kept?

.....

For safety reasons the sign in and out sheet/book keeps a list of all visitors to the setting. Where is this kept?

.....

Sign
In
Sheet



Policies

Every setting will have their own childcare policies. Where are these kept?

.....

Where is this centre's Child Protection Statement kept?

.....

Allergy Information

Allergy information will be easy for staff to access when preparing snack.

Where is this kept?

.....



CALA Staffbank

As a Staffbank worker there will be a guidance sheet for when you arrive on shift – where is this kept?

.....

.....

KEEP
CALM
BECAUSE
I'M
HERE

Weekly Menu

Monday	Tuesday	Wednesday	Thursday
Roast Beef and Gravy	Scrambled Eggs and Turkey	Chicken and Vegetable Soup	Roast Lamb and Potatoes
£5.95	£5.95	£5.95	£5.95
Spiced Lamb and Potatoes	Spiced Lamb and Potatoes	Spiced Lamb and Potatoes	Spiced Lamb and Potatoes
£5.95	£5.95	£5.95	£5.95
Spiced Lamb and Potatoes	Spiced Lamb and Potatoes	Spiced Lamb and Potatoes	Spiced Lamb and Potatoes
£5.95	£5.95	£5.95	£5.95

Snack Menu

The weekly snack menu will be on display for children and parents to see. Where is this displayed?

.....

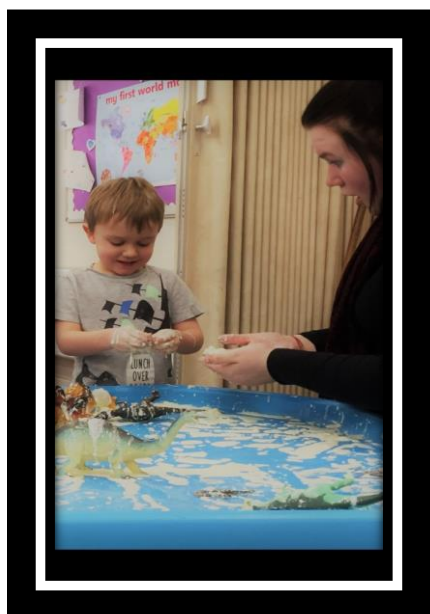
Which piece of legislation or Care Standard may be relevant to the preparation of snack?

.....

Ask a member of staff to help you with this question!

#Openingdoors

Achievement Story.....



This is Morgan, one of our current #Openingdoors candidates. Morgan has worked really hard to overcome many challenges to take part in the programme and we are delighted to see her succeed in her goal of becoming ready for work in the childcare sector.

"I've moved around a lot, I've had loads of placements and some for a really short time".

Morgan is a care experienced young person and had only recently settled back in to a placement in her local community, after a long period away, when she was referred to #OD through Activity Agreements.

Morgan was interested in working with children as she has young relatives with additional needs that she occasionally babysits for. Morgan had never taken part in anything like #OD before and was "nervous and sceptical".

We began working away at getting her documentation together for a PVG application. This was complex due to her recent move and the amount of ID required. This alongside trying to trace the dates of Morgan's residency at many addresses proved problematic. However, with the help of Disclosure Scotland we soon had things on track for the next stage.

Morgan liked the idea of visiting a Parent and Toddler group session as her workplace visit so we arranged to visit a group local to her. Morgan still felt sceptical and wondered, *"what if the kids don't like me, or the adults. What if I'm rubbish"*! Together we worked through lots of preparation material, we spent some time discussing exactly what the group was and the types of activities happened there. Morgan was beginning to feel more comfortable so off we went on our visit.

"Aye, it was great like, the kids are so cute" Morgan really enjoyed the visit and we got stuck-in straight away with the activities, ending with Book Bug. The Facilitator was delighted to have Morgan on board and it was agreed that Morgan would attend once a week.

Morgan received positive feedback right from her 1st session and it was great to see her confidence grow as a result. *"Yous have inspired me"*.

The group facilitator said, *"It was great to have Morgan supporting me at the group today. She arrived early and helped me set up and offered lots of practical help during the session. Morgan has a wonderful manner with the children and her interactions with them are lovely to watch, we are delighted to have her!"*.

At this point Morgan's life became unsettled again and she had to move 55 miles away to new accommodation.

Morgan did not let this shift her focus and she continued to attend her placement sessions and meet with me to progress her learning.

Morgan is currently approaching Graduation and is keen to explore other settings and types of childcare provision in preparation for applying for Staffbank. Morgan is also undertaking the CALA E-Learning courses.

"#Openingdoors has made me realise I definitely want to do this. It's helped me build my confidence and skills, it also helped me to face my fears and gain the courage to just get out there".

#Openingdoors

Personal Portfolio of

.....

Centres volunteered/worked at

.....



Contents

1. Introduction
2. C.V and record of learning
3. Placement development evidence (lift out section)
4. My Goals
5. Doodle maps
6. CALA Courses and Online Learning
7. Training certificates
8. My Toolbox



1. Introduction

Welcome to your Personal Portfolio!

This document will support you throughout your **placement** to gather **evidence** of your learning and attainment of skills.

2 This section will focus on creating your **C.V** and a learning log. This will become a useful tool as you start to apply for **jobs** and opportunities within **childcare**. It will also be a handy **resource** to refer to when you need to recall **dates** and events of importance.

3 This is a 'lift out' **section**. You can remove this section and use it as a portfolio of **evidence** of your work when applying for jobs or working towards your **SVQ**. Put as much detail in here as you can, with lots of pictures that demonstrate you carrying out your daily **activities** and tasks.

4 This section will be a reminder of your personal **goals** and targets which is useful to reflect on as you navigate your way along this **journey** into Childcare.

5 This is an area for you to draw, **scribble** or note down any ideas or opportunities you wish to **explore**. Be as creative as you like as this section is just for **you**!

6 This is your record of online **learning** with CALA and any other courses that you access. You can also add any workshops, training **COURSES** or visits etc.

2. My C.V

The first thing your C.V will need is your **contact details**. Make sure you include your –

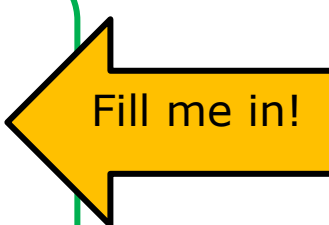
- Address
- Phone Number (if you are prone to losing your mobile phone, or not having signal or credit, make sure you also put a landline number!)
- Email Address (this may be the time to make a new email address that sounds professional for example Kirsty.Hunter@..... rather than Fluffy.Katz@.....)

Name -

Address -

Phone Number -

Email Address -



It's all About ME!



Take a moment to write a **short** paragraph to introduce yourself. What are you **passionate** about? What hobbies or interests do you have? Do you have any skills or experiences that would stand out? **Everyone** has something unique to be remembered by and this is your moment to catch your potential **employers** eye. Link your introduction to the post you are applying for and detail relevant skills, for example **computer** or creative skills. This is your chance to 'sell yourself' as the best possible addition to their team/organisation!

Introduction example –

I am a fun loving, caring and patient person who loves working with children of any age. I decided to pursue a career as a Childcare Practitioner after completing some work experience through school. I enjoyed my time in this role so much that I decide dedicate my full focus on making it my career choice.

I am keen to learn new skills in the Childcare environment and I am eager to begin my SVQ training in the near future. I am a creative person who enjoys helping young children to develop and learn skills. I am able to think of new ideas and new ways of teaching children and I enjoy both activities indoors and outdoors. A memorable moment for me in my previous/current role was when.....(use this example to link to your personal skills/strengths)

I cannot wait to begin expanding my knowledge and skills in this exciting and rewarding profession.

Be creative and honest – let your personality shine through!

Ideas for my introduction – (Don't over think it – just make a start!)

Top Tip!

Remember to look at the Person Specification and Job Description to see the skills and attributes they are looking for. When writing your C.V/application focus on highlighting your skills which are the same or similar.

Employment History comes next on your C.V.

In this section you can **highlight** any tasks and responsibilities that you have had in previous positions. Focus on **examples** that are relevant to the job you are applying for (look at the Job Description and Person Specification) which also highlight your personal skills and **strengths**.

For example, write about times when you have been involved in –

- Reading stories to the children
- Encouraging play and sharing through activities
- Helping the pre-school age children with their literacy and numeracy
- Painting and sensory activities, especially for babies development
- Helping to prepare snack
- Cleaning the nursery, emptying the bins, checking the toilets etc
- Working as part of a team
- Communicating with parents/carers
- Notifying your senior member of staff of any concerns or problems with children
- Supervising small groups during trips/outings

Never been employed?

Don't worry. You can use this section of your C.V to detail any **work experience** or **voluntary** work that you have completed. This can include helping out at clubs or groups, **organising** events, taking part in group activities etc.

Use the below section to note down any **previous** jobs/voluntary positions that you have held.

1st Job

Name and address of place of
work/volunteering –

Start/Finish Date

Roles & Responsibilities –

2nd Job

Name and address of place of
work/volunteering –

Start/Finish Date

Roles & Responsibilities –

3rd Job

Name and address of place of
work/volunteering –

Start/Finish Date

Roles & Responsibilities –

You can also list any certificates of training or achievement, in or out of work. For example, the CALA online courses, Duke of Edinburgh Award, Youth Achievement Award etc. It's a very handy record to keep, not only for apply for jobs but registering with professional bodies such as SSSC. Keeping this record handy will save you lots of time hunting for names and dates in the future!

[illegible]

References

You don't have to include references on your C.V however, it is appropriate to say that they are available on request. Make sure that you have **two** referees in mind and that they are happy to be contacted as your referee!

Referee 1	Referee 2
Occupation	Occupation
Name	Name
Address	Address
Phone	Phone
Email	Email

Additional Information

Useful things to make a note of –

- PVG/Disclosure NO. (If you already have one)
- National Insurance No.
- SSSC Registration NO. (If already registered)
- ID – always know where your birth certificate, photo ID (Young Scot Card, Passport, Driving Licence) and a bank statement or official letter can be found as you will need these for updating your PVG
- Your address history going back 5 years- including postcodes

Address History -

That's it – you're good to go!

Remember to keep your style simple and double, DOUBLE check your spelling and grammar!

For further ideas and C.V building tools visit www.myworldofwork.co.uk Once registered and logged in you can use the free tools to identify your skills and strengths which then automatically transfer into the foundation of a glowing C.V! It's a great time saver.

You can also look at examples of C. V's and covering letters on this site. This will give you some ideas and inspiration of what to write on yours.

Good luck and don't hesitate to get in touch if you need some guidance.

3. Placement Evidence (lift out section)

Record your **learning** experiences at your placement each week below. You can also record any learning from day to day life experiences, formal or informal training, working **alone** or with someone.

- Begin by **dating** your document and stating what the task, activity or experience was.
- If there was any planning involved write the planning details in the Planning box.
- Use the Evidence box to write a **summary** of what happened
- Link any **guidelines**, policies or legislation to your evidence and note it down in the arrow box. You can draw lines to **show** where each piece links into the evidence if that helps.
- Use the Learning Points box to note down anything you would have done differently, how you feel as a result of the learning or anything you would like to **research** as a result of your learning.
- Use the Feedback section to insert any **photos** or written feedback from your supervisor or the children. You could even let the children draw you and the activity in the feedback box.
- If you find the recoding sheet to small then you can use the second sheet instead/as well as, using the suggested headings as appropriate.

- #Openingdoors Placement Evidence Recording Sheet

Date –

Activity/Task/Experience –

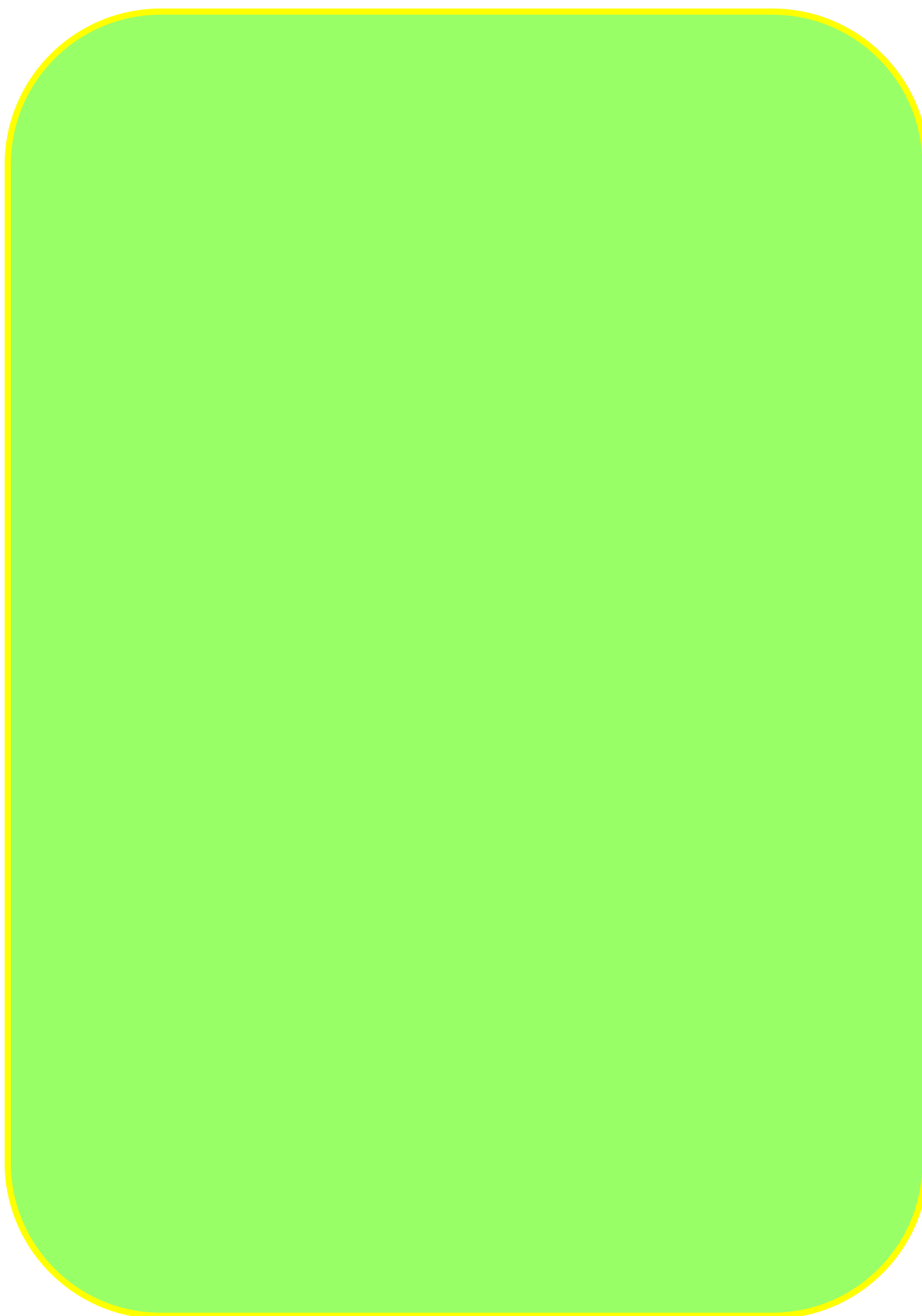
What was planned?

Evidence (What happened) –

What Policies, Guidelines or Legislation can I link to this experience?

Learning Points –

- More Evidence, Photos, Feedback and Doodles!



4. Targets and Goals



- At the beginning of my #Openingdoors placement my Targets and Goals are.....

My short term goal is.....

How I will achieve this.....

My long term goal is.....

How I will achieve this.....

- At the end of my #Openingdoors placement my Targets and Goals are.....

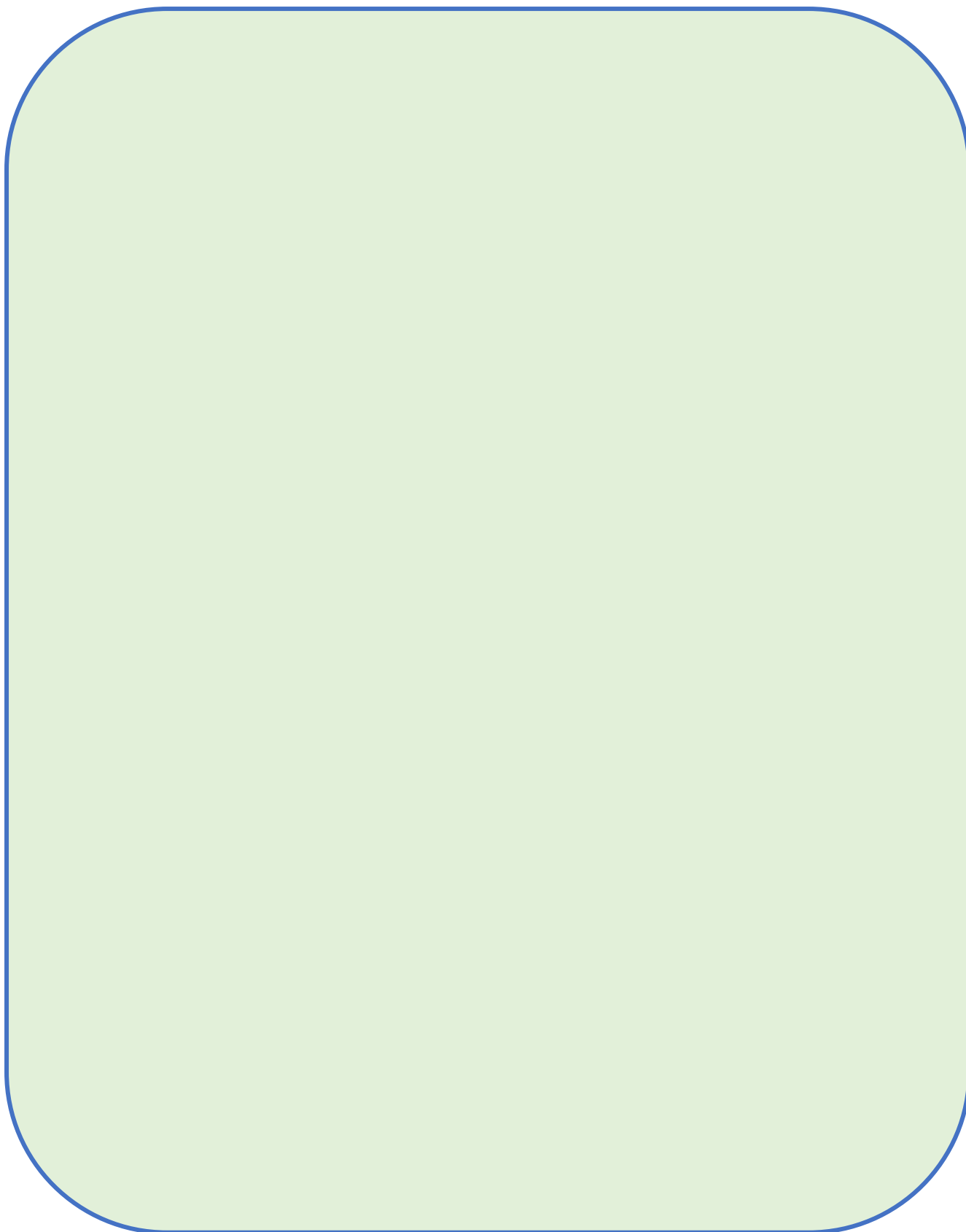
My short term goal is.....

How I will achieve this.....

My long term goal is.....

How I will achieve this.....

5. Doodle Maps – notes and ideas, who can help & next steps



6. CALA Courses and Online Learning



As an #OpeningDoors participant, you are entitled to **FREE** access to every **COURSE** on the CALA E-Learning Zone.

This is a really exciting opportunity to access online learning within the childcare sector which has been created by CALA's expert **training** team.

You can use your **voucher** code multiple times to get 100% off any of the courses on the E-Learning Zone.

Get **started** here - <http://calaelearning.co.uk> and follow the directions below.

My Code is.....

Progress through the courses in this order –

Top Tips, Building The Ambition, Child Protection, Risk Assessment, Smart Start, CAPSM

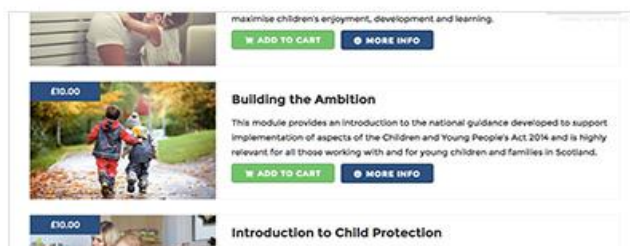
4 Easy Steps!





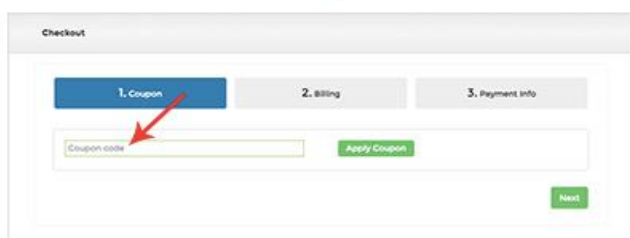
Step 1

Go to www.calaelearning.co.uk and select 'our courses'.



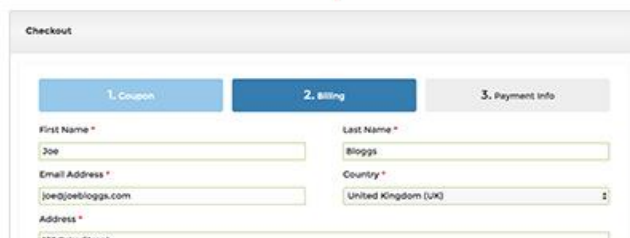
Step 2

Select 'add to cart' for each of the courses you'd like to take. Then select 'checkout'.



Step 3

Type your voucher code in to the box and press 'apply coupon'. Then press 'next'.



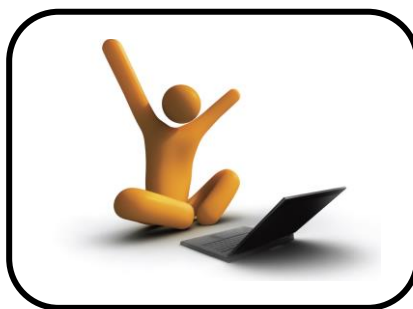
Step 4

Fill out your details and press 'next'. Tick the terms and conditions then press 'place order'.



Congratulations!

You're now signed up to the CALA E-Learning Zone.
Any problems? Email: d.sharkey@calachildcare.co.uk



Top Tips for online learning with CALA

- Make sure you have a reasonable internet **connection** as some of the learning content is **video** clips and you don't want to sit watching a **buffering** screen!
- Make sure that you have speakers or headphones to **listen** to the video clips.
- Make sure you have a **quiet** space and time to learn.
- Use a notebook to take notes throughout the course – this will help you answer the **questions** at the end of each course.
- Don't stress! The courses can be 'paused' at any time. You can **dip** in and out of each course, up to 3 times, and truly go at your own pace.
- There are questions to **answer** at the end of each course but don't **stress!** The questions are very **straightforward** and they are there to help you **consolidate** your learning, not catch you out.

If you need any help – just ask



#Openingdoors

Contact Kirsty on:-

07526 264 304

openingdoor@calachildcare.co.uk

Facebook – Openingdoors2015

Potential barriers to study, CV writing etc



Don't have access to Word?



Try using Google Doc – www.docs.google.com

Google Docs is a free Web-based tool in which documents and spreadsheets can be created, edited and stored online. Files can then be accessed from any computer with an internet connection and shared via email.

No Access to Computers or Wifi?



Your local library is your best bet. Highlife Highland have computers for public use in all of their libraries and its free to use them ☺ You will have access to Word on these PC's for free also. You can also print documents but there is a charge for printing at around 30p per sheet.

Many café's have free wifi but they can be busy and noisy so not always the best environment to study.

#OD has a small netbook that can be loaned out for short periods – speak to Kirsty for more details.

7. Certificates – Remember to add your certificates to your Portfolio!

8. My Toolbox

Add any ideas of activities or games that you like facilitating – think of things you have enjoyed as a child.

#openingdoors Pathway into Childcare

Who?

Mentoring Support Officer – Kirsty Hunter

#openingdoors Participant

CALA Trainers

Staffbank Manager/Supervisor

Participant has successfully completed #openingdoors and is regularly employed by CALA within their local community.

INDUCTION TO #OPENINGDOORS

- Begin individual Personal Development Plan (confidence, self-esteem, motivation, routine, communication)
- Complete PVG
- Self assessment, literacy, numeracy and basic skills check in.
- Map out 'My Pathway into Childcare'

1:1 or Groupwork

1:1 work carried out over a period of 1-4 weeks

- Participant (16-24) registers interest and begins engaging with Mentoring Support Officer (MSO)
- Relationship building takes place
- Participant is given all info needed in order to decide if this is the right pathway for them
- MSO spends time with the participant, listening to their needs and discovering their capacity and potential
- Any additional support needs are assessed eg health, housing etc (participant will be signposted appropriately)
- #openingdoors registration paperwork is completed

Start!

STAND OUT! (Phase 1)

- Explore 'employability' and relate to PDP
- Get ready for work in the childcare setting
- Begin preparation for CALA Staffbank induction (Staff handbook, online courses etc)

Groupwork

HANDS ON! (Phase 2)

- Explore practical issues of childcare work
- Visit Childcare setting
- Undertake a work placement within local community (Daycare, Nursery, OOSC or Toddler Group placement will be offered)
- RPL can begin via 'Scavenger Hunt' and 'Personal Portfolio'

GO GO GO! (Phase 3)

- Reflect and plan progression
- Revisit any areas highlighted in PDP or identified while on placement.
- SSSC Planning
- Apply for Staffbank
- Plan Induction to Staffbank – option to 'shadow' a Staffbank employee
- GRADUATE!!!

THE DOOR IS OPEN! (Phase 4)

- Participant begins transition to Staffbank supervisory support
- Participant continues training (RPL, PIP & PLIP)
- Can apply for SVQ
- Continue to Pathway C on Route Map into Childcare

Finish!

Participant can exit at any point with an achieved outcome. They would also be signposted on to a relevant organisation, such as Shirlie or Calman.

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Blog

It's been a busy period of promoting CALA's pathways into childcare at careers events, social enterprise launches and Skills Shows recently. #Openingdoors has attended the below events in partnership with Staffbank and Junior World.



Café 109 launch @ Invergordon Academy



#Openingdoors was invited to Invergordon Academy's launch of Café 102 – a social enterprise employability café within Invergordon Academy. The café is being launched to enable Invergordon Academy pupils to gain valuable employability skills and to help them in the transition to employment - #OD is booked in to facilitate a 'My Pathway into Childcare' Workshop in January 2017.

Connecting Young Carer's Young Adult Carers Transition Day

56

Here is our ever popular 60 second nappy change challenge activity at the amazing Connecting Young Carer's Young Adult Carers Transition Day. The event was attended by young people from all over the highlands, travelling from as far away as Fort William and Thurso.

#OD, alongside hi-hope and SDS provided employability information and sector specific workshops.



Youth Highland Employability Group

Youth Highland have recently begun working with groups of young people from all over the highlands with a focus on employability – Here's #OD chatting to the group, predominantly from Ullapool, about their potential pathways into childcare.



Nairn Academy Career's Event

Here we are attending Nairn Academy's Career's Event.

More 60sec nappy change challenge and Pathway chat!

A brilliant and vibrant event providing a vast amount of information and opportunity for young people.



P&J Skills and
Apprenticeships Show – UHI
Campus

A busy morning
was had at the
2016 P&J Skills
and
Apprenticeships
Show.



Mindfulness

o What is Mindfulness?

mindfulness

'mʌɪn(d)f(ʊ)lnəs/

noun

1.
the quality or state of being conscious or aware of something.
"their mindfulness of the wider cinematic tradition"
2.
a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.



Mindfulness can be described as a tool that may be used to **reduce** feelings of anxiety, stress, uncertainty, **panic** and chaos.

When **practiced** regularly Mindfulness can help reduce these feelings and create a sense of happiness, **calmness** and feeling more energised.

Do you have **thoughts** or feeling that you 'can't do it', feel stressed, under confident, **worn out** and 'fuzzy headed'?

Yes? Then Mindfulness can offer you techniques to help manage these feelings and create, in their place, a sense of wellbeing. It just takes a little commitment and practice.

If you would like to read more about Mindfulness or use Apps to practice alongside then take a look at these :-

APPS :-



<http://stopbreathethink.org/>

A friendly, simple tool to guide people of all ages and backgrounds through meditations for mindfulness and compassion.



<https://www.headspace.com/>

GET SOME HEADSPACE

Headspace is meditation made simple. Learn online, when you want, wherever you are, in just 10 minutes a day.



Breathe. Let go. Be still.

With the One-Moment Meditation App, you can learn to meditate quickly and powerfully, finding balance and calm wherever you are ... even if you've never meditated before.

<http://www.onemomentmeditation.com/app/#.VuGiJfmLTU>

Book:-



Mindfulness Techniques with Children and Young People: A Practical Guide

This unique 164-page book by Stan Godek, one of Children in Scotland's regular trainers and a renowned expert in mindfulness techniques, is aimed at practitioners working with children and young people across a wide range of settings.

<http://www.childreninscotland.org.uk/publications-and-resources/books/mindfulness-techniques-with-children-and-young-people-a-practical>

Tutor resources

<http://youth.anxietybc.com/mindfulness-exercises>

Includes Mindfulness exercises and downloadable 'bodyscan' audio files.

A Few Simple Mindfulness Exercises

Come Back

When you catch yourself being caught up in worries about the future or guilt and regret about the past, just notice that it is happening and simply and kindly say to yourself, "Come back." Then take a calming breath and focus on what you are doing right now.

Three Senses

Another helpful mindfulness trick is simply to notice what you are experiencing right now through three senses – sound, sight, touch. Take a few slow breaths and ask yourself:

- What are three things I can hear? (clock on the wall, car going by, music in the next room, my breath)
- What are three things I can see? (this table, that sign, that person walking by)
- What are three things I can feel? (the chair under me, the floor under my feet, my phone in my pocket)

Think of these answers to yourself slowly, one sense at a time. **It's impossible to do this exercise and not be present and mindful!**