

SKILLS & COMPETENCIES FRAMEWORK FOR EARLY YEARS' PROFESSIONALS



Proposed by:



**Crann Support Group
&
National Childhood Network**

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Introduction

This document has been prepared by the National Childhood Network (NCN) and the Crann Support Group following in-depth consideration by both organisations of the skills and competencies it is believed are currently required for the delivery of quality early years' services; that promote children's health, well-being, learning and development. These considerations have been informed by many years of working within the early childhood sector to support the delivery of services for young children that meet the national quality standards required by the Síolta and Aistear frameworks. The work has also been informed by the work of others operating in the early childhood field both nationally and internationally to include TUSLA custodians of the regulatory framework (Childcare Act 1991 (Early Years Regulations) 2016 and the Department of Education & Skills who have more recently been involved in voluntary Early Years Education Inspections (EYEI).

The work has also been informed by:-

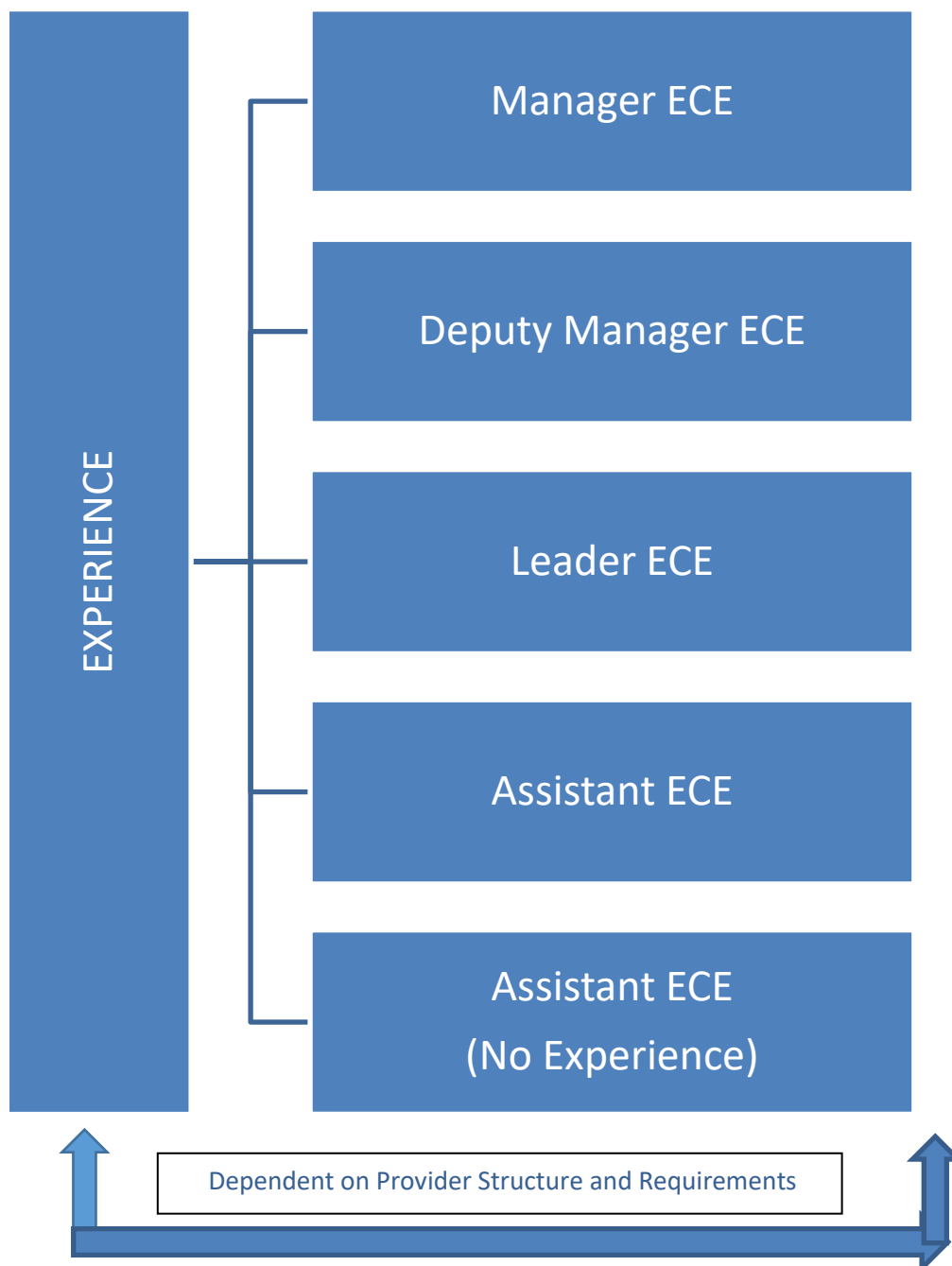
- Department of Justice Equality and Law reform's (2002) Quality Childcare & Lifelong Learning. Model Framework for Education, Training and Professional Development in the Early Childhood Care and Education Sector
- CORE (2011) Competencies Requirements in Early Childhood Care and Education
- Achieving Excellence through Continuing Professional Development: A CPD Framework for Early Childhood Educators (2011) Ministry of Social & Family Development, Singapore

Our proposals are also underpinned by the:

- principles agreed by the former BCCN Quality Advisory Group (2003) (Appendix 1)
- Association of Childhood Professionals (ACP) Code of Ethics (Appendix 2)
- the need to inform and influence the development and delivery of nationally certified training at all levels within the QQI Qualifications Framework
- the need to develop a comprehensive national CPD system that will complement nationally certified training and build the knowledge, skills and competencies of all involved in the delivery of services as well as those working to support, mentor and train those working in the sector.
- a collective desire to secure national agreement on the proposed national salary scale (Appendix 3) for the sector which in turn will inform Government on the funding required to secure the achievements of national quality standards in all early year's services in the future

This document is intended as a potential guide for all early year's settings whatever the management structure or type of service, with cognisance being given to Síolta (2006), Aistear (2009) and the regulatory framework, when using this document. Furthermore, it is envisaged that the document be used as a training aid to inform training agencies and trainers delivering programmes, learners who are entering the sector and those who currently work within the sector who are continuously striving to enhance their knowledge and skills. Since the launch of the Workforce Development Plan in 2010 it is acknowledged that the sector is now striving to become a graduate led workforce. This document has not been written in academic language as thought has been given to engaging practitioners from all levels. It is hoped that in presenting this document to all relevant stakeholders discussion and debate will be generated which will in turn lead to agreement on a national skills and competencies framework that will be supported by a comprehensive national CPD system and an agreed national salary scale.

Progression of roles in the Early Years' Sector



This graphic outlines the more frequently used titles for employees in the sector and should be tailored for use according to the provider's individual structure (ECE – Early Childhood Educator)

Professional Dispositions

The early years'/childhood professional is one who:-

- Takes delight and interest in how children learn and develop
- Acknowledges, appreciates and provides support for the unique role of parents/carers in their children's lives
- Acknowledges play as the main medium through which young children learn
- Demonstrates enthusiasm when offered opportunities to obtain new knowledge & skills that provides support for children's development and learning
- Models the positive behaviours and attitudes that are valued in childhood
- Sees negative behaviour as an opportunity for a child's learning and development
- Celebrates diversity that occurs amongst children, their families and their community
- Asks for help, observes and learns from others and welcomes constructive criticism
- Engages in reflective practice to address personal beliefs and values that may influence his/her own attitudes and beliefs
- Is accountable for own actions
- Demonstrates respect for children and families and understands the need to maintain confidentiality
- Communicates clearly, respectfully and effectively with children and adults
- Responds to challenges and changes with positivity, flexibility, perseverance and cooperation
- Expresses his/her emotions in healthy and productive ways
- Appreciates and nurtures resilience, determination, risk taking, imagination, creativity and play in children
- Displays a professional manner at work and in all interactions with others
- Demonstrates a team player attitude

Child Development – Assistant ECE - Level 5 (No Experience)

| Competency | Qualification | Experience |
|--|-------------------------|------------|
| Child Development | Assistant ECE - Level 5 | None |
| <i>Works under supervision and guidance in implementing practice according to the setting's policies and procedures</i> | | |
| <i>Demonstrates the knowledge and ability to:</i> | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Understand the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Understand the concept of promoting the voice of the child at all times | | |
| Understand and carry out the basic types of formal and informal observation used as part of everyday practice | | |
| Recognise the importance of formally observing and documenting children's learning and development | | |
| Identify children's basic developmental milestones | | |
| Understand that informal observations include reading and understanding children's cues & gestures | | |
| Understand and explain the various methods of observation and the reason for using them | | |
| Recognise that babies, toddlers and young children need environments that promote, extend and enrich movement and exploration | | |
| Encourage, support and provide for play to promote holistic development Physical, Intellectual, Linguistic, Emotional, Social, Spiritual and Moral | | |
| Recognise that play is the main medium through which young children learn holistically | | |
| Encourage and support children in their play and exploration of materials and opportunities | | |
| Understand that play is central to integrated learning and that the play curriculum must be reflective of both structured and unstructured activities | | |
| Show awareness of the purpose of having and following a daily routine | | |
| Understand how availing of all aspects of the daily routine (formal and informal) can support sensitive and respectful interactions throughout the day | | |
| Identify understand & respond to children's basic needs such as personal care routines, nutrition, trust, safety, loving attention | | |
| Recognise and show understanding of when a child is tired, crying or upset and demonstrate appropriate responses | | |
| Understand and acknowledges the role of the parent as the child's first educator/carer | | |
| Have an awareness of the national frameworks of Aistear, Síolta and the Childcare Act 1991 (Early Years Services) Regulations 2016 | | |
| With guidance complete required record keeping in line with regulations and settings policies and procedures | | |

Communication – Assistant ECE - Level 5 (No Experience)

| Competency | Qualification | Experience |
|---|-------------------------|------------|
| Communication | Assistant ECE - Level 5 | None |
| <i>Works under supervision and guidance in implementing practice according to setting policies and procedures</i> | | |
| <i>Demonstrates the knowledge and ability to:</i> | | |
| Keep children safe & protected according to the services policies and procedures and in accordance with Children First (2015) | | |
| Understand the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Understand the concept of promoting the voice of the child at all times | | |
| Complete record keeping in line with regulations and settings policies and procedures | | |
| Follow appropriate guidelines to ensure everyday tasks are carried out effectively | | |
| Communicate clearly both verbal and written and demonstrate good interpersonal skills | | |
| Value and encourage children's expression through different languages i.e. painting, dancing, storytelling etc. | | |
| Identify and use appropriate skills to communicate positively and in a manner that respects diversity of parents/carers | | |
| Receive, record and give messages clearly | | |
| Take and make telephone calls recording messages when required | | |
| Demonstrate basic computer, literacy and numeracy skills | | |
| Engage in positive interactions that enhance relationships with all stakeholders | | |
| Understand the importance of warm reciprocal interactions between children, children and adults and adult to adult | | |

Health & Well-being – Assistant - Level 5 (No Experience)

| Competency | Qualification | Experience |
|--|---------------------|------------|
| Health & Well-being | Assistant - Level 5 | None |
| <i>Works under supervision and guidance in implementing practice according to setting policies and procedures</i> | | |
| Demonstrates the knowledge and ability to: | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Understand the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Understand the concept of promoting the voice of the child at all times | | |
| Understand the core elements of health & well-being | | |
| Identify and support children's basic needs such as personal care routines, nutrition, trust, safety, loving attention, and a sense of identity and belonging | | |
| Understand the importance of hand washing as a preventative measure against the spread of infection and disease as well as a life skill promoting independence and self-care | | |
| Wash and sterilise baby's bottles/soothers as required and store appropriately | | |
| Test the temperature of food and milk before giving it to children | | |
| Understand that a baby's bottle once heated, should not be reheated | | |
| Use appropriate methods for identifying & storing children's individual belongings | | |
| With guidance, complete required record keeping in line with regulations and settings policies and procedures | | |
| Show dignity, respect and integrity at all times within the workplace | | |
| Work as part of a team | | |
| Maintain a safe and hygienic environment including infection control and maintenance of equipment for use by children | | |
| Identify and report health and safety risks and hazards | | |
| Understand the need to clean up and sterilise at the end of each day or when required | | |
| Understand the need to keep the environment clean and tidy following activities as required | | |
| With guidance observe children's behaviour and inform the room leader of any concerns | | |
| Understand the importance of developing trusting relationships with children to help them feel safe, secure and valued | | |
| Understand how children should be dressed appropriately for indoors/outdoors/activities/sleep etc. | | |
| Recognise when a child is tired and needs sleep or quiet time | | |
| Respond appropriately to children when crying or upset | | |
| Take guidance on when and how to intervene in circumstances that require sensitivity | | |
| Recognise the importance of removing children from immediate danger | | |
| Know where to locate the first aid box | | |
| Be aware of and follow Fire Evacuation Procedures | | |

Play, Curriculum & Environments – Assistant ECE - Level 5 (No Experience)

| Competency | Qualification | Experience |
|--|-------------------------|------------|
| Play, Curriculum & Environments | Assistant ECE - Level 5 | None |
| <i>Works under supervision and guidance in implementing practice according to setting policies and procedures</i> | | |
| <i>Demonstrates the knowledge and ability to:</i> | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Understand the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Understand the concept of promoting the voice of the child at all times | | |
| Understand that curriculum, play opportunities, environment, daily routines and interactions should consider children's strengths, interests and diversity | | |
| Become familiar with and promote the curriculum programme of the setting | | |
| Provide consistent routines with appropriate flexibility where needed | | |
| Provide and build on a variety of activities and materials appropriate to children's interest's, stages of development, diversity and needs | | |
| Understand the need for and use of the defined areas of play within the environment | | |
| Acknowledge and understand the importance of the physical environment in supporting children's play and development | | |
| Recognise that children require different amounts of physical space based upon their ability, age and stage of development | | |
| Listen to and talk with children respectfully | | |
| Give positive feedback and encouragement to children in their play | | |
| Engage in a partnership approach in play ensuring children have opportunities for exploration through play both with adults and on his/her own where appropriate | | |
| Encourage children to share experiences and ideas | | |
| Enable children to contribute their own ideas and opinions | | |
| Engage children in exploring and playing with a wide variety of materials | | |
| Offer children choices and understand the importance of forming and sustaining trusting relationships | | |
| Understand the importance of removing children from imminent danger and demonstrate effective and immediate responses | | |
| Use appropriate play materials to initiate and stimulate opportunities play in young children | | |
| Recognise play as the main medium through which children learn and develop | | |
| Understand that play is central to integrated learning and that the play curriculum must be reflective of both structured and unstructured activities | | |
| Encourage, support and provide for play to promote holistic development | | |
| With guidance complete required record keeping in line with regulations and the settings policies and procedures | | |
| Follow appropriate guidelines to ensure everyday tasks are carried out effectively | | |
| Show awareness and understanding of the National Frameworks of Síolta & Aistear and their relevance to provision and practice | | |

Professional Practice & Development – Assistant ECE - Level 5 (No Experience)

| Competency | Qualification | Experience |
|--|-------------------------|------------|
| Professional Practice & Development | Assistant ECE - Level 5 | None |
| <i>Works under supervision and guidance in implementing practice according to setting policies and procedures</i> | | |
| <i>Demonstrates the knowledge and ability to:</i> | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Understand the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Understand the concept of promoting the voice of the child at all times | | |
| Follow appropriate dress code | | |
| Work as part of a team | | |
| Understand that employees personal behaviours and actions within work reflect upon the setting | | |
| Understand the importance of a genuine commitment to working with children/families and model a positive attitude | | |
| Exhibit good hygiene and personal appearance at all times | | |
| Display fundamental self-awareness in a working situation | | |
| Identify learning needs in conjunction with the Leader and plan appropriate training/CPD | | |
| Display an understanding of the importance of reflective practice | | |
| Establish a basic professional conduct with regard to children parents and colleagues | | |
| Commit to continual professional development | | |
| With guidance complete required record keeping in line with regulations and settings policies and procedures | | |

Administration – Assistant ECE – Level 5 (No Experience)

| Competency | Qualification | Experience |
|--|-------------------------|------------|
| Administration | Assistant ECE - Level 5 | None |
| <i>Works under supervision and guidance in implementing practice according to setting policies and procedures</i> | | |
| <i>Demonstrates the knowledge and ability to:</i> | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Understand the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Understand the concept of promoting the voice of the child at all times | | |
| Demonstrate correct use of the telephone, to include both giving and receiving messages appropriately | | |
| With guidance complete required record keeping in line with regulations and settings policies and procedures | | |
| Organise and file any necessary paperwork/documentation | | |
| Understand the importance of data collection/protection. Document and maintain attendance record as well as time in and out | | |

Child Development – Assistant ECE - Level 5

| Competency | Qualification | Experience |
|---|-------------------------|------------|
| Child Development | Assistant ECE - Level 5 | 1-3 Years |
| <ul style="list-style-type: none"> • <i>Demonstrate the skills present at the previous level with increasing competency</i> • <i>Has a broader range of core knowledge</i> • <i>Works independently and takes initiative within prescribed guidelines</i> | | |
| <i>Demonstrates the knowledge and ability to:</i> | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Highlight and model the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Understand the concept of promoting the voice of the child at all times | | |
| Model a basic knowledge of how children's holistic development is inter-related | | |
| Conduct, evaluate and report on child observations to inform the planning/assessment process | | |
| Understand and use various methods of observation on an ongoing basis as required, documenting children's progress systematically in order to redefine educational practices | | |
| Understand children's developmental milestones in all areas physical, cognitive, social, emotional and language and spiritual/moral | | |
| Understand and provide for play based learning under each of the above headings | | |
| Highlight any concerns arising as a result of observations with Leader/Manager as appropriate | | |
| Share the outcome of individual observations with parents/carers and others in the staff team as required according to the setting's policies and procedures | | |
| Understand the importance of promoting young children's holistic development | | |
| Identify and understand nonverbal cues, gestures and emotions through observations | | |
| Provide consistent routines and recognise the importance of these for children | | |
| Understand and acknowledge the role of the parent as the child's first educator/carer | | |
| Engage children in an active process of exploring materials and equipment | | |
| Plan for both gross and fine motor skills both indoors and outdoors | | |
| Recognise the role of play and its impact on children's holistic development | | |
| Provide materials activities and opportunities that support young children's basic developmental needs | | |
| Respond to children's initiations and requests including the non-verbal cues of babies and toddlers or children with limited language skills | | |
| Promote growth & development through communicating with children and using age appropriate resources and materials including technology | | |
| Understand and be able to articulate the different ways children learn | | |
| Recognise that young children's development occurs within the context of secure relationship and understand the necessity for sensitive and timely intervention | | |
| Recognise that children respond to situations individually and that their responses are treated with sensitivity | | |
| Recognise that learning develops through experience and active participation in a broad range of opportunities and experiences | | |
| Carry out personal care routines such as nappy changing and dressing as an opportunity to foster healthy development through positive adult child interactions | | |
| Identify children's basic needs, such as; nutrition, trust, safety, affection, attention and a sense of Identity and Belonging | | |
| Recognise and value the uniqueness of each child and their different personalities, temperaments and emerging interests | | |
| Show a clear understanding of the settings policies and procedures as well as legislation and regulations | | |

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| Understand the practitioners role and responsibilities as children's carer/educator |
| Practice respect for cultural diversity and the uniqueness of each child and family |
| Support children in the development of healthy attachments with adults and other children |
| Support children to express their emotions with their peers and others |
| Guide children to resolve interpersonal conflicts and solve problems with others |
| Assist new members of staff in their understanding of policy and practice |
| Use technology in appropriate and meaningful ways e.g. computers, tablets, phones |
| Demonstrate a practical working knowledge of the regulatory frameworks relevant to the setting including the requirements of Síolta, Aistear and the Childcare Act 1991 (Early years' Services) Regulations 2016 |
| Complete required record keeping in line with regulations and settings policies and procedures |

Communication – Assistant ECE - Level 5

| Competency | Qualification | Experience |
|---|-------------------------|------------|
| Communication | Assistant ECE - Level 5 | 1-3 Years |
| <ul style="list-style-type: none"> • <i>Demonstrate the skills present at the previous level with more competency</i> • <i>Has a broader range of core knowledge</i> • <i>Works independently and takes initiative within prescribed guidelines</i> | | |
| Demonstrates the knowledge and ability to: | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Highlight and model the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Understand the concept of promoting the voice of the child at all times | | |
| Communicate with adults and children and have a fundamental awareness of barriers to communication | | |
| Communicate sensitively and appropriately with children and families | | |
| Communicate with others in a positive and respectful way acting as a good role model for children | | |
| Demonstrate good communication skills to include: verbal/nonverbal communication/listening/responding and retaining information | | |
| Use appropriate tone of voice with children, families, colleagues and all service users | | |
| Use various communication methods with children to aid learning | | |
| Complete, organise, file and store paperwork/documentation in line with company data protection policy | | |
| Take direction and seek clarification as needed | | |
| Identify and use appropriate skills to communicate positively and in a manner that respects diversity of families | | |
| Encourage family involvement and acknowledge the importance of welcoming all families during visits and at drop off and pick up time | | |
| Identify and use various modes of communication that are preferred and suited for varied family's needs e.g. active listening, emails, phone conversations, parent teacher meetings, diaries and newsletters | | |
| Understand and maintain all aspects of data protection/collection protocols relating to children and families | | |
| Use a variety of conflict resolution strategies as appropriate with children, families, colleagues and other stakeholders demonstrating an awareness of the Positive Behaviour Policy of the setting in line with Childcare Act 1991 (Early Years Services) Regulations 2016 | | |
| Demonstrate an awareness of diversity issues, different customs, cultures, family structures and child rearing practices in society | | |
| Share information and relevant resources with parent/carer about children's daily activities and their development on a regular basis | | |
| Complete record keeping in line with regulations and settings policies and procedures | | |

Health & Well – being – Assistant ECE – Level 5

| Competency | Qualification | Experience |
|--|-------------------------|------------|
| Health & Well-being | Assistant ECE - Level 5 | 1-3 Years |
| <ul style="list-style-type: none"> • <i>Demonstrate the skills present at the previous level with competency</i> • <i>Has a broader range of core knowledge</i> • <i>Works independently and takes initiative within prescribed guidelines</i> | | |
| Demonstrates the knowledge and ability to: | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Highlight and model the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Understand the concept of promoting the voice of the child at all times | | |
| Understand and promote the principal health needs of young children | | |
| Implement hygiene procedures in line with policies and procedures of the setting and relevant legislation and regulations | | |
| Understand the importance of balanced nutrition for young children and facilitate children with individual dietary needs | | |
| Prepare/Present and serve food hygienically to meet children's nutritional needs, in particular those children with a special diet; recognise and promote children's active engagement in their meal times e.g. self-serving, choice etc. | | |
| Promote and perform robust personal care routines sensitively with children | | |
| Encourage children to use their own personal/items belongings | | |
| Sterilise children's personal items e.g. soothers in line with the setting's policy and procedures | | |
| Perform routine safety precautions when working with young children | | |
| Correctly check the safety of the room and equipment daily, to include completion of daily health and safety checklist | | |
| Understand the appropriate use of safety restrictions within the environment to include windows, doors etc. | | |
| Carry out daily hazard/risk checks | | |
| Identify and respond to hazards and associated risks | | |
| Examine equipment/materials on a daily/regular basis as required | | |
| Complete required record keeping in line with regulations and settings policies and procedures | | |
| Identify when a baby or child is showing signs that they are tired and act appropriately | | |
| Understand the benefits of rest and play for babies and young children | | |
| Implement settings policies and procedures regarding rest and play in line with legislative requirements | | |
| Provide the required environment to encourage a child to rest/sleep | | |
| Have a clear understanding and knowledge of how to implement the 'Safe Sleep' guidelines | | |
| Check and equip the contents of first aid box | | |
| Display a clear understanding of administration of medication policy including completion of related documentation | | |
| Understand the importance of maintaining children's immunisation records | | |
| Understand the incubation periods regarding communicable diseases and the setting's policies in relation to exclusion periods | | |
| Understand cause and management of chronic conditions i.e. asthma, epilepsy | | |
| Use a thermometer to check a baby/child's temperature | | |
| Recognise and respond appropriately and according to the setting's policies and procedures to a child in the event of their having a high temperature or becoming unwell | | |

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| Identify signs and symptoms of a contagious disease/illness and respond in accordance with the setting's policies and procedures |
| Perform basic first aid, CPR, as well as a variety of Standard Operating Procedures in the setting as required for illness and disease control |
| Remain calm in a stressful situation |
| Implement the setting's procedures in relation to outings |
| Implement the setting's drop off/collection policy |
| Follow the setting's evacuation procedure in case of fire |
| Ensure a fast response and appropriate supervision of children in emergency situations/drills |
| Know where to locate the setting's health and safety statement and follow appropriately |
| Understand and promote individual and collective responsibilities of Health Safety & Welfare at Work Act (2005) |

Play, Curriculum & Environments – Assistant - Level 5

| Competency | Qualification | Experience |
|---|-------------------------|------------|
| Play, Curriculum and Environments | Assistant ECE - Level 5 | 1-3 Years |
| <ul style="list-style-type: none"> • <i>Demonstrate the skills present at the previous level with more competency</i> • <i>Has a broader range of core knowledge</i> • <i>Works independently and takes initiative within prescribed guidelines</i> | | |
| Demonstrates the knowledge and ability to: | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Highlight and model the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Understand the concept of promoting the voice of the child at all times | | |
| Contribute to curriculum planning review and evaluation as required | | |
| Contribute to the development, implementation and review of plans that include indoor and outdoor experiences, active and quiet activities, and individual as well as group (if age/stage appropriate) opportunities for learning. With guidance use the Aistear/Síolta Practice Guide to provide a broad outline Support children's play by: <ul style="list-style-type: none"> o Setting the context (i.e., materials, time, space) o When appropriate, facilitate children in taking the lead o Encourage parents to contribute to their child's learning and development using various methods o Encourage a playful attitude (e.g., make-believe, choice, flexible rules) | | |
| Devise a varied, age appropriate program of activities/experiences which can be adapted to facilitate changing developmental requirements | | |
| Adapt and modify care and education routines to meet children's emerging interests | | |
| Follow the daily routine e.g. meal times, activities in rooms and demonstrates flexibility in the routine if the need arises | | |
| Provide a framework within which learning can take place | | |
| Provide materials, activities and opportunities for babies and young children | | |
| Model an understanding of the different methodologies/curriculum programmes on offer e.g. High Scope, Montessori, Froebel and Steiner. | | |
| Show an understanding of the most renowned theorists, i.e. Vygotsky, Piaget. | | |
| Critically evaluate own role when implementing activities with children and continuously review practices individually and collectively | | |
| Provide an environment that identifies and responds to the play needs of each individual child ensuring that materials and resources are freely accessible and available to all children | | |
| Recognise that the physical environment impacts greatly on children and needs to be organised so that it promotes children's holistic development and inclusive of children with additional needs | | |
| Create an indoor and outdoor environment that provides for a wide range of play possibilities and experiences | | |
| Demonstrate the ability to provide a supportive play environment which accommodates exploration with adults, peers and on their own as appropriate | | |
| Involve children in decision making encouraging and responding to their suggestions and comments | | |
| Model reading or storytelling techniques appropriate to different stages of development | | |
| Encourage the exercise of individual choice among children at play | | |
| Participate in and contribute to children's play as appropriate | | |
| Understand the importance of guiding and helping children to make choices and decisions about their play | | |
| Cultivate positive pro-social relationships among children and help each child to feel accepted in the group | | |
| Provide opportunities for children to listen interact and communicate freely and meaningfully with other children and adults | | |

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| Show knowledge and skills in assisting with providing play opportunities and experiences that promote children's health, well-being learning and development |
| Recognise and understand the different types of play that children engage in: pretend play, physical play, creative play, dramatic play, construction play |
| Recognise and understand the different stages of play to include: solitary, spectator, parallel, associative, cooperative play etc., |
| Recognise the importance of play to the holistic development of children |
| Understand the importance of music, songs, rhymes, stories, dance, drama, arts materials to children's development , valuing and encouraging children's expression through different languages (painting, dancing, storytelling etc. |
| Understand the specific value of toys, open ended and natural materials in relation to children's development |
| Acknowledge that children are different in their abilities, stages of development and interests |
| Recognise the importance of sensory experiences in relation to children's growth and development |
| Select safe open ended and aesthetically pleasing materials and equipment to support diverse experiences |
| Use appropriate play materials to initiate and stimulate play in young children and allow sufficient time and opportunity to promote the development of agency and autonomy |
| Respect and accept diversity and many elements of culture, including family structures, additional needs etc. and the positive effects these may have on behaviour |
| Respect cultural, racial ethnic and language diversity in the selection of equipment and materials |
| Complete required record keeping in line with regulations and the settings policies and procedures |

Professional Practice & Development – Assistant ECE - Level 5

| Competency | Qualification | Experience |
|---|-------------------------|------------|
| Professional Practice & Development | Assistant ECE - Level 5 | 1-3 Years |
| <ul style="list-style-type: none"> • <i>Demonstrate the skills present at the previous level with more competency</i> • <i>Has a broader range of core knowledge</i> • <i>Works independently and takes initiative within prescribed guidelines</i> | | |
| <i>Demonstrates the knowledge and ability to:</i> | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Highlight and model the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Understand the concept of promoting the voice of the child at all times | | |
| Complete record keeping in line with regulation and the settings policies and procedures | | |
| Display self-awareness and self-management in a working situation | | |
| Display a good working ethos, team-working and flexibility | | |
| Display an awareness and understanding of the ethics required for working in the early years' sector | | |
| Show commitment to the philosophy of the setting | | |
| Display professionalism at all times, based on a professional code of ethics (Appendix 3 Code of Ethics of ACP) | | |
| Manage demands of personal and professional commitments | | |
| Manage oneself in a working situation and perform tasks with autonomy and responsibility | | |
| Demonstrate an awareness of professional standards | | |
| Improve teaching and learning through professional work practices | | |
| Collaborate with others in the team to enhance the quality of the service provided, sharing and exchanging expertise with colleagues in team meetings | | |
| Seek knowledge through interactions with other professionals engaging in discussion and learning from negotiations | | |
| Manage own professional development in conjunction with Supervisor and plan appropriate training/CPD | | |
| Value self-reflection and self-evaluation of experiences and education and incorporate new learning into practice | | |
| Follow a professional development plan and commit to Continual Professional Development | | |

Administration – Assistant ECE - Level 5

| Competency | Qualification | Experience |
|---|---------------------|------------|
| Administration | Assistant - Level 5 | 1-3 Years |
| <ul style="list-style-type: none"> • <i>Demonstrate the skills present at the previous level with more competency</i> • <i>Has a broader range of core knowledge</i> • <i>Works independently and takes initiative within prescribed guidelines</i> | | |
| | | |
| <i>Demonstrates the knowledge and ability to:</i> | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Highlight and model the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Understand the concept of promoting the voice of the child at all times | | |
| Use technology correctly within the setting as required | | |
| Complete required record keeping in line with regulations and settings policies and procedures | | |
| Complete observations and file appropriately | | |
| Organise and file any necessary paperwork/documentation to include evaluation of observations and emerging interests that feed into documenting planning for groups of children and/or individual children | | |
| Display a clear understanding of the importance and seriousness of data collection/protection | | |

Child Development – Leader ECE - Level 6/7

| Competency | Qualification | Experience |
|---|--------------------|------------|
| Child Development | Leader - Level 6/7 | |
| <ul style="list-style-type: none"> <i>Demonstrate the skills present at the previous levels</i> <i>Design, assess, and modify the learning environment to meet children's changing needs</i> <i>Model excellent practices and encourage others to acquire increased knowledge and develop proficiency in skills</i> <i>Operate with full autonomy under broad guidance</i> <i>Responsible for contributing to the quality of service but have some responsibility for work of others</i> | | |
| Demonstrates the knowledge and ability to: | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Highlight and model the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Understand the concept of promoting the voice of the child at all times | | |
| Recognise that enriching and informing all aspects of practice within the setting requires cycles of observation, evaluation and planning on a regular basis | | |
| Oversee the correct process for observation of children in accordance with the settings Policies & Procedures | | |
| Support other staff members in acquiring new skills and knowledge in relation to observations | | |
| Guide and advise other staff in the process of evaluation of observations to support future planning | | |
| Adapt and modify care and education routines in response to children's changing needs and emerging interests | | |
| Demonstrate an understanding of the different models of curriculum e.g. High Scope, Montessori, Froebel and Steiner | | |
| Demonstrate an in-depth knowledge of the theories that underpin children's learning and development to include renowned theorists, i.e. Vygotsky, Piaget and show how to relate these theories to practice | | |
| Value the importance of play to the holistic development of children | | |
| Collate and share children's work with parents/carers/other staff as evidence of children's growth and development | | |
| Promote an environment that identifies and responds to the play needs of each individual child | | |
| Create an indoor and outdoor environment that provides for a wide range of play possibilities/opportunities | | |
| Practice an in-depth knowledge of the different types and stages of play and support staff in the provision of the same | | |
| Show an in-depth knowledge of the importance of sensory experiences for babies and young children | | |
| Encourage and role model reading and storytelling techniques appropriate for different ages and stages of development | | |
| Model and encourage staff to be partners with children in their play as required by the child | | |
| Ensure children have the opportunity to exercise choice within the setting | | |
| Confidently facilitate children in leading activities as well as engaging them in adult led activities | | |
| Ensure opportunities and experiences are available to promote children's health, well-being, learning and development | | |
| Respect and promote diversity, including family values and strengths, and the effects such differences may have on behaviour | | |
| Ensure the inclusion of culture, race, ethnic and language diversity in the selection of resources | | |
| Critically evaluate own and team role when implementing activities for children. Support staff to understand the importance of guiding and helping children to make choices and decisions about their play | | |

Ensure staff select safe open ended and aesthetically pleasing materials and equipment to support diverse experiences

Complete required record keeping in line with regulations and settings policies and procedures

Communication – Leader ECE - Level 6/7

| Competency | Qualification | Experience |
|---|------------------------|------------|
| Communication | Leader ECE - Level 6/7 | |
| <ul style="list-style-type: none"> • <i>Demonstrate the skills present at the previous levels</i> • <i>Design, assess, and modify the learning environment to meet children's changing needs</i> • <i>Model excellent practices and encourage others to develop proficiency in skills</i> • <i>Operate with full autonomy under broad guidance</i> • <i>Responsible for quality of service but have some responsibility for work of others</i> | | |
| Demonstrate the knowledge and ability to: | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Highlight and model the importance of maintaining confidentiality at all times in line with the settings Policies & Procedures | | |
| Understand the concept of promoting the voice of the child at all times | | |
| Communicate with adults and children and have a thorough awareness of barriers to communication | | |
| Communicate sensitively and appropriately with children and families | | |
| Communicate with others in a positive and respectful way acting as a good role model for children. Share information and relevant resources with parent/carer about children's daily activities and their development on a regular basis | | |
| Display communication skills to include: verbal/non-verbal/listening/retaining information | | |
| Use appropriate tone of voice with children, families, colleagues and all service users | | |
| Use various communication methods with children to aid learning | | |
| Complete, organise, file and store paperwork/documentation in line with company data protection policy | | |
| Ensure correct completion of paperwork/records i.e. accident/incident forms, daily records, observations | | |
| Identify and use appropriate communication skills to communicate positively and in a manner that respects diversity with families | | |
| Support and encourage family involvement and acknowledge the importance of welcoming all families | | |
| Identify and use various modes of communication that are preferred and suited for varied family's needs e.g. active listening, emails, phone conversations, parent meetings, diaries and newsletters | | |
| Complete required record keeping in line with regulations and settings policies and procedures | | |
| Use a variety of conflict resolution strategies in line with the settings policy for Management Behaviour in line with Childcare Act 1991 (Early Years Services) Regulations 2016 | | |
| Understand and display an awareness of diversity issues, different customs, cultures, family structures and child rearing practices in society | | |

Health & Well-being – Leader ECE - Level 6/7

| Competency | Qualification | Experience |
|---|------------------------|------------|
| Health & Well-being | Leader ECE - Level 6/7 | |
| <ul style="list-style-type: none"> • <i>Demonstrate the skills present at the previous levels</i> • <i>Design, assess, and modify the learning environment to meet children's changing needs</i> • <i>Model excellent practices and encourage others to develop proficiency in skills</i> • <i>Operate with full autonomy under broad guidance</i> • <i>Responsible for quality of service but have some responsibility for work of others</i> | | |
| Demonstrates the knowledge and ability to: | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Highlight and model the importance of maintaining confidentiality at all times in line with the settings Policies & Procedures | | |
| Understand the concept of promoting the voice of the child at all times | | |
| Understand and promote the principal health needs of young children | | |
| Implement hygiene procedures in line with policies and procedures of the setting which need to be followed when working with young children | | |
| Understand the importance of balanced nutrition for young children and recognise the needs of children who may have individual dietary requirements | | |
| Prepare/present and serve food hygienically to meet children's nutritional needs, in particular those children with a special diet | | |
| Promote the importance of robust personal care routines to be performed with sensitivity | | |
| Oversee that children are encouraged to use their own personal items/belongings | | |
| Perform routine safety precautions when working with young children | | |
| Oversee the safety check of the room and equipment daily and the completion of daily health and safety checklists | | |
| Promote the appropriate use of safety restrictions within the environment i.e. windows, doors etc. | | |
| Oversee/carry out daily hazard/risk checks | | |
| Act on and respond to reported hazards and associated risks | | |
| Oversee/examine equipment/materials on a daily/regular basis as required | | |
| Complete required record keeping in line with regulations and settings policies and procedures | | |
| Promote the benefits of rest and play for baby's and young children | | |
| Implement settings policies and procedures regarding rest and play in line with legislative requirements | | |
| Ensure staff respond appropriately when a baby or child is showing signs that they are tired | | |
| Oversee that the environment is appropriate to encourage a child to rest and sleep | | |
| Ensure that all staff have a clear understanding and knowledge of how to implement current 'Safe Sleep' guidelines | | |
| Oversee that staff check and equip the contents of first aid box | | |
| Oversee and model clear implementation of administration of medication policy including completion of related documentation | | |
| Understand the importance of maintaining children's immunisation records | | |
| Recognise and respond to a child in the event of their having a high temperature | | |
| Use a thermometer to check a baby/child's temperature | | |
| Oversee/perform routine practical tasks sensitively when dealing with a child who is unwell | | |
| Identify signs and symptoms of a contagious disease/illness and respond in accordance with the setting's policies and procedures | | |

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| Understand and communicate the incubation periods regarding infectious diseases and the setting's policies in relation to exclusion periods |
| Perform basic first aid, CPR, as well as a variety of Standard Operating Procedures in the setting as required for illness and disease control |
| Understand cause and management of chronic conditions: asthma, epilepsy etc. |
| Demonstrate the ability to remain calm in a stressful situation |
| Oversee the factual completion of accident/incident report form and give to parent/carer on the day of the accident/incident |
| Ensure correct adherence to Outing Policy & Procedure |
| Ensure correct adherence to Drop Off and Pick Up Policy and Procedure |
| Lead the setting's evacuation procedure in case of fire |
| Ensure a fast response and appropriate supervision of children in emergency situations/drills |
| Ensure others know where to locate the setting's health and safety statement |
| Understand and promote individual and collective responsibilities of Health Safety & Welfare at Work Act (2005) |

Play, Curriculum & Environments – Leader ECE – Level 6/7

| Competency | Qualification | Experience |
|---|------------------------|------------|
| Play, Curriculum & Environments | Leader ECE - Level 6/7 | |
| <ul style="list-style-type: none"> • <i>Demonstrate the skills present at the previous levels</i> • <i>Design, assess, and modify the learning environment to meet children's changing needs</i> • <i>Model excellent practices and encourage others to develop proficiency in skills</i> • <i>Operate with full autonomy under broad guidance</i> • <i>Responsible for quality of service but have some responsibility for work of others</i> | | |
| Demonstrates the knowledge and ability to: | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Highlight and model the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Understand the concept of promoting the voice of the child at all times | | |
| Engage in curriculum planning, review and evaluation with other staff | | |
| Contribute to the development, implementation and review of plans that include indoor and outdoor experiences, active and quiet activities, and individual as well as group (if age/stage appropriate) opportunities for learning. Use the Aistear/Síolta Practice Guide to provide a broad outline. Support children's play by: | | |
| o Setting the context (i.e., materials, time, space) | | |
| o When appropriate, facilitate children in taking the lead | | |
| o Encourage parents to contribute to their child's learning and development using various methods | | |
| o Encourage a playful attitude (e.g., make-believe, choice, flexible rules) | | |
| Promote and modify care and education routine in response to children's changing needs and unique interests | | |
| Demonstrate a clear understanding of the different methodologies/curriculum programmes e.g. High Scope, Montessori, Steiner | | |
| Recognise that enriching and informing all aspects of practice within the setting requires cycles of observation, planning, action and evaluation undertaken on a regular basis | | |
| Ensure opportunities and experiences are available to promote children's health, well-being, learning and development | | |
| Demonstrate an in-depth knowledge of the theories that underpin children's learning and development to include renowned theorists, i.e. Vygotsky, Piaget and the ability to relate these theories into practice | | |
| Provide an environment that identifies and responds to the play needs of each individual child | | |
| Create an indoor and outdoor environment that provides for a wide range of play possibilities | | |
| Encourage and role model reading or storytelling techniques appropriate to different stages of development | | |
| Ensure children have the opportunity to exercise choice within the setting | | |
| Support staff to understand the importance of guiding and helping children to make choices and decisions about their play | | |
| Oversee child initiated and adult led activities & interactions with play/educational materials for and with babies and young children | | |
| Model and encourage staff to be partners with children in their play | | |
| Ensure staff select safe open ended and aesthetically pleasing materials and equipment to support diverse experiences and provide a framework for building upon prior learning | | |
| Show an in-depth knowledge of the different types and stages of play and support staff in the provision of the same | | |
| Value and promote the importance of play in the holistic development of children and promote and encourage same with participating adults | | |
| Demonstrate an in-depth knowledge of how to provide for children's sensory experiences. | | |
| Model respect of and promote diversity, including family values and strengths, and the positive effects those differences may have on behaviour | | |

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| Consider and discuss the inclusion of culture, race, ethnic and language diversity in the selection of resources |
| Critically evaluate own and team role when implementing activities with children. |
| Collate and share children's work in collaboration with parents/carers/other staff as achievement of children's development and curriculum outcomes |
| Complete record keeping in line with regulations and the settings policies and procedures |

Professional Practice & Practice – Leader ECE - Level 6/7

| Competency | Qualification | Experience |
|---|-----------------------|------------|
| Professional Practice & Development | Leader ECE- Level 6/7 | |
| <ul style="list-style-type: none"> • <i>Demonstrate the skills present at the previous levels</i> • <i>Design, assess, and modify the learning environment to meet children's changing needs</i> • <i>Model excellent practices and encourage others to develop proficiency in skills</i> • <i>Operate with full autonomy under broad guidance</i> • <i>Responsible for quality of service but have some responsibility for work of others</i> | | |
| Demonstrate the knowledge and ability to: | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Highlight and model the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Understand the concept of promoting the voice of the child at all times | | |
| Display a high level of self-awareness and self-management in a working situation | | |
| Display and role model high quality working practices | | |
| Support and ensure compliance with regulations and legislation | | |
| Value and encourage engagement in reflective practice to enhance own/staff CPD | | |
| Clearly display commitment to the setting's ethos and goals | | |
| Actively promote inclusion and equality for all children in the setting | | |
| Promote the rights of children to have their safety, health, well-being, learning and development needs met at all times and recognise own role in providing positive early years' experiences as a foundation for children's future | | |
| Manage demands of personal and professional commitments | | |
| Engage and commit to a professional development plan | | |
| Seek knowledge through interactions with other professionals | | |
| Be part of a team both leading and taking direction as required | | |
| Manage self in a working situation and perform tasks with autonomy and responsibility | | |
| Complete required record keeping in line with regulations and the settings policies and procedures | | |
| Liaise with various agencies i.e. County Childcare Committee to seek advice on e.g. Fees Policies etc. | | |
| Adapt the role coach and mentor for other staff in all areas of policy and practice | | |

Administration – Leader ECE - Level 6/7

| Competency | Qualification | Experience |
|---|------------------------|------------|
| Administration | Leader ECE - Level 6/7 | |
| <ul style="list-style-type: none"> • <i>Demonstrate the skills present at the previous levels</i> • <i>Design, assess, and modify the learning environment to meet children's changing needs</i> • <i>Model excellent practices and encourage others to develop proficiency in skills</i> • <i>Operate with full autonomy under broad guidance</i> • <i>Responsible for quality of service but have some responsibility for work of others</i> | | |
| Demonstrates the knowledge and ability to: | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Highlight and model the importance of maintaining confidentiality at all times in line with the settings Policies & Procedures | | |
| Understand the concept of promoting the voice of the child at all times | | |
| Proficiently use information technology within the work setting | | |
| Show a clear understanding of the importance and seriousness of data collection/protection and share this knowledge with others in the team | | |
| Complete required record keeping in line with regulation and the settings policies and procedures at all times | | |

Child Development – Deputy Manager ECE - Level 6/7/8

| Competency | Qualification | Experience |
|--|----------------------------------|------------|
| Child Development | Deputy Manager ECE - Level 6/7/8 | |
| <ul style="list-style-type: none"> • <i>Demonstrate the skills present at the previous levels</i> • <i>Model excellent practices and encourage others to develop proficiency in skills</i> • <i>Provide leadership for planning, implementing, assessing, and modifying practice to ensure continuous improvement</i> • <i>Conduct research to advance the understanding of best practices for the setting</i> • <i>Complete autonomy and responsibility for own actions and those of others</i> | | |
| <i>Demonstrates the knowledge and ability to:</i> | | |
| Keep children safe & protected according to the settings policies and procedures and in accordance with Children First (2015) | | |
| Highlight and model the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Promote the importance of the voice of the child at all times | | |
| Model an in- depth knowledge and understanding of child development theories and how they apply to provision and practice | | |
| Describe in detail patterns in the holistic development of children | | |
| Show an in-depth understanding of the role of adults in the holistic development of the child | | |
| Communicate and demonstrate the links between early childhood theory and practice | | |
| Interpret recorded observations and reflective practice to develop short, medium and long term plans for the holistic development of individual children | | |
| Promote and oversee the implementation of all procedures necessary to ensure health, safety & hygiene of children | | |
| Work in partnership with parent/carers to support their child's learning/growing journey | | |
| Promote quality practice which supports children in developing healthy attachments | | |
| Promote and implement appropriate policies and strategies to support children's health status and intervene appropriately when it impacts on their behaviour, interactions and learning | | |
| Promote and implement programmes that support the development and expansion of early childhood dispositions etc. | | |
| Conduct research to inform best practice and share this with others in the team | | |
| Guide and inform other team members in their daily practice encouraging initiative and ideas for best practice as appropriate | | |
| Oversee the correct completion of record keeping in line with regulations and the settings policies and procedures | | |

Communication – Deputy Manager ECE - Level 6/7/8

| Competency | Qualification | Experience |
|---|----------------------------------|------------|
| Communication | Deputy Manager ECE - Level 6/7/8 | |
| <ul style="list-style-type: none"> • <i>Demonstrate the skills present at the previous levels</i> • <i>Model excellent practices and encourage others to develop proficiency in skills</i> • <i>Provide leadership for planning, implementing, assessing, and modifying practice to ensure continuous improvement</i> • <i>Conduct research to advance the understanding of best practices for the setting</i> • Complete autonomy and responsibility for own actions and those of others | | |
| Demonstrate the knowledge and ability to: | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Highlight and model the importance of maintaining confidentiality at all times in line with the settings Policies & Procedures | | |
| Promote the importance of the voice of the child at all times | | |
| Competently communicate with adults, children, families and colleagues overcoming any barriers to communication | | |
| Communicate effectively the organisational structures in the setting ensuring that lines of authority and accountability are understood by all staff members | | |
| Supervise staff and support their development (including induction of new staff) | | |
| Identify and solve problems related to the effective operation of an early childhood service | | |
| Identify and model appropriate communication that respects diversity with children, families and staff | | |
| Actively promote and encourage partnership with parents/carers and families | | |
| Maintain confidentiality and ethical use of all data in accordance with data collection and data protection policy of the setting | | |
| Facilitate a variety of systems or strategies for effective communication amongst staff and colleagues | | |
| Employ a range of strategies that assist in a basic understanding for self and others of non-English languages of parents/carers using the setting | | |
| Oversee the correct completion of record keeping in line with regulations and the settings policies and procedures | | |
| Liaise with outside agencies to enhance children's development and thus improve the quality of the setting and to ensure up to date information is available of and where appropriate shared with other stakeholders | | |
| Engage in proficient report writing as the need arises | | |
| Organise/Engage in parent meetings in line with the settings policies and procedures | | |
| Conduct staff appraisals and/or support and supervision meetings as required | | |

Health & Well – being – Deputy Manager ECE Level 6/7/8

| Competency | Qualification | Experience |
|--|-----------------------------------|------------|
| Health & Well-being | Deputy Manager ECE Level 6/7/8 | |
| <ul style="list-style-type: none"> • Demonstrate skills present at previous levels • Model excellent practices and encourage others to develop proficiency in skills • Provide leadership for planning, implementing, assessing and modifying all aspects of practice to ensure continuous improvement • Conduct research to advance the understanding of best practice • Complete autonomy and responsibility for own actions and those of others | | |
| <i>Demonstrates the knowledge and ability to:</i> | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Highlight and model the importance of maintaining confidentiality at all times in line with the settings Policies & Procedures | | |
| Promote the importance of the voice of the child at all times | | |
| Understand and promote the principal health needs of young children | | |
| Ensure the implementation of all aspects of Health Promotion in the setting to include Oral Health, Nutrition, Health & Safety, Physical Activity & Emotional Well-Being | | |
| Work in partnership with parents/carers to take into consideration cultural/dietary requirements of all children in the setting | | |
| Oversee the implementation of a positive dining experience for all children attending the setting | | |
| Oversee that children are given the opportunity to form and sustain secure relationships with other children and adults in the setting | | |
| Ensure that the rest routines of children are implemented in accordance with the policy of the setting | | |
| Ensure the safety and well-being of all children and adults in the environment | | |
| Respond effectively and appropriately to emergency situations involving children and adults in the setting | | |
| Ensure that all incidents affecting children are documented and reported accurately objectively and correctly | | |
| Effectively monitor staff morale, well-being and job satisfaction through effective support and supervision | | |
| Oversee the correct completion of record keeping in line with regulations and the settings policies and procedures | | |
| Oversee the introduction review and implementation, of all policies and procedures relevant to children's health & well-being in consultation with a range of stakeholders | | |
| Engage with external agencies outside of the setting in order to promote the health and well-being of children, families and team colleagues | | |
| Research and implement any changes necessary to the Safety Statement and communicate to all stakeholders | | |
| Ensure that all staff are aware of their individual and collective responsibilities under the Health Safety & Welfare at Work Act (2005) | | |

Play, Curriculum & Environments –Deputy Manager ECE - Level 6/7/8

| Competency | Qualification | Experience |
|---|-----------------------------------|------------|
| Play, Curriculum & Environments | Deputy Manager ECE Level 6/7/8 | |
| <ul style="list-style-type: none"> <i>Demonstrate the skills present at the previous levels</i> <i>Design, assess, and modify the learning environment to meet children's changing needs</i> <i>Model excellent practices and encourage others to develop proficiency in skills</i> <i>Operate with full autonomy under broad guidance</i> <i>Responsible for quality of service and responsibility for work of others</i> | | |
| Demonstrates the knowledge and ability to: | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Highlight and model the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Promote the importance of the voice of the child at all times | | |
| Mentor staff in understanding the policy and procedure relevant to Children First (2015) | | |
| Plan, implement and evaluate the curriculum | | |
| Mentor and coach colleagues and staff in planning & implementing developmentally appropriate routines that promote & support children's individual needs | | |
| Mentor and coach staff to understand the benefits and role of observation in programme planning | | |
| Model an In-depth knowledge and understanding of a wide range of methodologies/curriculum models in use in early childhood care and education | | |
| Display a critical awareness of the value of research that underpins the practice of early childhood care and education | | |
| Implement the learning from the national frameworks of Siolta and Aistear into programme planning with staff & colleagues to support children's development | | |
| Regularly review and evaluate the environment and make modifications where necessary to meet the needs of children | | |
| Manage the purchase and maintenance of supplies, materials and equipment to enhance the learning environment | | |
| Encourage children to develop independence and confidence by providing appropriate physical and emotional security and opportunities for children to master emerging skills and experience success | | |
| Implement supportive and effective strategies to help support and understand emotional and behavioural situations with children | | |
| Monitor children's interactions and adjust the programme to support all children in listening, interacting and communicating freely with others | | |
| Participate in implementing plans that accommodate children with additional needs | | |
| Work with children, colleagues, parents and families to develop policies that support smooth transitions | | |
| Share the outcome of observations with parents/carers highlighting the progress of children's development in line with the policy of the setting | | |
| Arrange staff working patterns/schedules to facilitate regulations and good practice regarding ratios etc. | | |
| Oversee the completion of record keeping in line with regulations and the settings policies in the setting giving guidance where required | | |

Professional Practice & Development – Deputy Manager ECE Level 6/7/8

| Competency | Qualification | Experience |
|--|--------------------------------|------------|
| Professional Practice & Development | Deputy Manager ECE Level 6/7/8 | |
| <ul style="list-style-type: none"> • <i>Demonstrate the skills present at the previous levels</i> • <i>Model excellent practices and encourage others to develop proficiency in skills</i> • <i>Provide leadership for planning, implementing, assessing, and modifying practice to ensure continuous improvement</i> • <i>Conduct research to advance the understanding of best practices for the setting</i> • <i>Complete autonomy and responsibility for own actions and those of others</i> | | |
| Demonstrate the knowledge and ability to: | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Highlight and model the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Promote the importance of the voice of the child at all times | | |
| Understand how continuous professional development (CPD) can build self confidence | | |
| Display a strong awareness of ethical practice within the early childhood sector | | |
| Exhibit a high awareness of professional standards | | |
| Display and promote a professional approach when liaising with other agencies | | |
| Behave with professionalism at all times, maintain confidentiality and impartiality based on a professional code of ethics | | |
| Maintain, improve and broaden own knowledge, skills and development including personal qualities, which are necessary for the provision of high quality care for babies and young children | | |
| Actively promotes inclusion and equality for all children in the setting | | |
| Promote the rights of children to have their safety, health, well-being, learning and development needs met at all times and recognise own role in providing positive early years' experiences as a foundation for children's future health and well-being | | |
| Oversee the correct completion of record keeping in line with regulations and the settings policies and procedures | | |
| Encourage a multi-agency collaborative approach seeking the advice and support of various agencies as required | | |
| Adapt the role of Mentor for other staff in all areas of policy and practice | | |

Administration – Deputy Manager- Level 6/7/8

| Competency | Qualification | Experience |
|--|----------------------------------|------------|
| Administration | Deputy Manager ECE - Level 6/7/8 | |
| <ul style="list-style-type: none"> • <i>Demonstrate the skills present at the previous levels</i> • <i>Model excellent practices and encourage others to develop proficiency in skills</i> • <i>Provide leadership for planning, implementing, assessing, and modifying practice to ensure continuous improvement</i> • <i>Conduct research to advance the understanding of best practices for the setting</i> • <i>Complete autonomy and responsibility for own actions and those of others</i> | | |
| Demonstrates the knowledge and ability to: | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Promote and model the importance of maintaining confidentiality in line with the settings policies and procedures | | |
| Promote the importance of the voice of the child at all times | | |
| Show a clear understanding of financial, administrative and personnel management, record keeping theory and practice in line with regulations and the settings policies and procedures | | |
| Put in place and maintain admission procedures and record-keeping systems relating to children, their families and the staff of the setting | | |
| Keep up to date with all preschool regulations, employment and any other relevant legislation | | |
| Demonstrate an ability to implement monitoring system for all personnel procedures to ensure they are consistent with regulatory requirements | | |
| Induct and orientate new staff and colleagues including interns about policies and procedures of the service | | |
| Devise and implement a weekly roster in accordance with regulations and good practice | | |
| Maintain all records to include, annual leave, sickness leave, maternity leave, parental leave, force majeure, career break, authorised leave, CPD days etc. | | |
| Clearly understand the importance of the fire evacuation procedures (procedure, frequency and recording) | | |
| Clearly understand the importance of service agreements for the maintenance of the building | | |
| Show a good working knowledge of the Health, Safety and Welfare at Work Act 2005 and relevant regulations | | |
| Ensure the upkeep and maintenance of all records to include, children's records, staff files etc. | | |
| Maintain all records for authorised agencies for inspection/audit | | |
| Financial Administration: | | |
| Portray a keen and in-depth knowledge of the company's financial policies/procedures: Procurement, payment and receipts, petty cash, salaries, funding returns, bank reconciliation, travel and subsistence, preparation of financial reports, accounts for financial audit. | | |
| Understand the need for signatories for the company bank accounts, how to open and close bank accounts, how to back up accounts data, apply for tax clearance certificates, maintain a fixed assets register and archiving and importance of adequate insurance | | |

Child Development – Manager (Expert) ECE - Level 6/7/8

| Competency | Qualification | Experience |
|---|-------------------------------------|------------|
| Child Development | Manager (Expert) ECE Level 6/7/8 | |
| <ul style="list-style-type: none"> • Demonstrate the skills present at the previous levels • Mastery of complex theoretical knowledge • Critically evaluate knowledge, concepts and practice • Expertise in research and policy development • Complete autonomy in professional activities, responsibility for achieving personal and group outcomes and has accountability for all group decisions | | |
| <i>Demonstrates the knowledge and ability to:</i> | | |
| Keep children safe & protected according to the settings policies and procedures and in accordance with Children First (2015) | | |
| Promote and model the importance of maintaining confidentiality in line with the settings policies and procedures | | |
| Promote the importance of the voice of the child at all times | | |
| Model and communicate an in- depth knowledge and understanding of child development theories and how they apply to provision and practice | | |
| Describe in detail patterns in the holistic development of children | | |
| Demonstrate an in-depth understanding of the role of adults in the holistic development of the child | | |
| Interpret recorded observations and reflection in practice to develop short, medium and long term plans for the holistic development of individual children | | |
| Analyse the collection of data through observation for monitoring individual children's development in line with the data collection/protection policy of the setting | | |
| Ensure that parents/carers are informed in a sensitive way about the outcome of observations | | |
| Promote and oversee the implementation of all procedures necessary to ensure health, safety & hygiene of children and staff | | |
| Work in partnership with parent/carers to support their child's learning/growing journey | | |
| Promote quality practice which supports children in developing healthy attachments | | |
| Promote and implement programmes that support early childhood dispositions of learning | | |
| Oversee and promote respect for all family structures represented in the setting | | |
| Monitor and evaluate the completion of all record keeping in line with regulations and the settings policies and procedures | | |

Communication – Manager (Expert) ECE - Level 6/7/8

| Competency | Qualification | Experience |
|---|---|------------|
| Communication | Manager – (Expert) – ECE Level 6/7/8 | |
| <ul style="list-style-type: none"> • Demonstrate the skills present at the previous levels • Mastery of complex theoretical knowledge • Critically evaluate knowledge, concepts and practice • Expertise in research and policy development • Complete autonomy in professional activities, responsibility for achieving personal and group outcomes and has accountability for all group decisions | | |
| <i>Demonstrate the knowledge and ability to:</i> | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Promote and model the importance of maintaining confidentiality at all times in line with the settings Policies & Procedures | | |
| Promote the importance of the voice of the child at all times | | |
| Co-ordinate and promote positive and open lines of communication for all stakeholders in the setting | | |
| Develop, communicate and implement organisational structures ensuring that lines of authority and accountability are understood by all staff parents/carers | | |
| Engage in research and communicate findings in meaningful dialogue | | |
| Recognise and respect diversity in parental and cultural styles understanding how this might influence children's experiences | | |
| Evaluate a variety of communication techniques and select appropriate methods to support and build trusting relationships with each family | | |
| Encourage and promote positive communication throughout the wider community | | |
| Encourage networking with other early childhood professionals/organisations at local and national levels on a regular basis | | |
| Establish an environment where expectations are clear and consistent through systematic sharing of information with staff, parents/carers | | |
| Monitor and evaluate the completion of all record keeping in line with regulations and the settings policies and procedures | | |
| Liaise with external agencies to enhance the quality of the setting and to ensure up to date information availed of and where appropriate shared with other stakeholders | | |
| Engage in proficient report writing as the need arises | | |
| Organise/Engage in parent meetings in line with the settings policies and procedures | | |
| Conduct staff support and supervision meetings and staff appraisals as required | | |

Health & Well-being – Manager (Expert) ECE Level 6/7/8

| Competency | Qualification | Experience |
|---|------------------------------------|------------|
| Health & Well-being | Manager (Expert) - ECE Level 6/7/8 | |
| <ul style="list-style-type: none"> • Demonstrate the skills present at the previous levels • Mastery of complex theoretical knowledge • Critically evaluate knowledge, concepts and practice • Expertise in research and policy development • Complete autonomy in professional activities, responsibility for achieving personal and group outcomes and has accountability for all group decisions | | |
| <i>Demonstrates the knowledge and ability to:</i> | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Promote and model the importance of maintaining confidentiality in line with the settings policies and procedures | | |
| Promote the importance of the voice of the child at all times | | |
| Adopt the role of Designated Child Protection Officer ensuring compliance with the settings Child Protection Protocol as guided by Children First (2015) | | |
| Develop, evaluate and evolve social policy in relation to the health and well-being of all children attending the setting | | |
| Facilitate and role model quality practices that balance a productive workplace with a safe supportive environment | | |
| Manage all aspects of Health Promotion throughout the setting | | |
| Manage all aspects of practice both indoor and outdoor to ensure the health safety and well-being of all stakeholders | | |
| Manage and evaluate compliance with all regulations, policies and procedures relevant to health & well-being in the setting including prevention of illness, medical conditions, infection control and environmental hygiene | | |
| Act as an advocate for Health & Well-Being for all stakeholders in the settings ensuring that all relevant information is shared | | |
| Manage effectively all emergency situations involving children and adults in line with regulation, policy and procedure | | |
| Monitor and evaluate the completion of all record keeping in line with regulations and the settings policies and procedures | | |
| Engage other professionals to inform and enhance quality practice in the area of health & welfare and in the context of early intervention and the whole child perspective | | |
| Identify and facilitate training/CPD needs in partnership with the staff to enhance health promotion and health and safety practice within the setting | | |
| Analyse, evaluate and apply current theory and research related to Health and Well-Being | | |

Play Curriculum & Environments – Manager (Expert) ECE - Level 6/7/8

| Competency | Qualification | Experience |
|---|------------------------------------|------------|
| Play, Curriculum and Environments | Manager (Expert) ECE - Level 6/7/8 | |
| <ul style="list-style-type: none"> • Demonstrate the skills present at the previous levels • Mastery of complex theoretical knowledge • Critically evaluate knowledge, concepts and practice • Expertise in research and policy development • Complete autonomy in professional activities, responsibility for achieving personal and group outcomes and has accountability for all group decisions | | |
| <i>Demonstrates the knowledge and ability to:</i> | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Promote and model the importance of maintaining confidentiality in line with the settings policies and procedures | | |
| Promote the importance of voice of the child at all times | | |
| Display extensive knowledge and skills in the field of early childhood care and education | | |
| Manage staff appropriately to cope with the challenge of change in early childhood practice | | |
| Provide leadership for curriculum development and implementation | | |
| Advocate for excellence in the setting for all children | | |
| Collaborate with colleagues and other stakeholders to ensure a high quality physical learning environment | | |
| Support collaborative activities of staff members and provide leadership and time for staff to establish and maintain skills in improving the physical aspects of the learning environment | | |
| Evaluate and ensure that the use of materials and equipment meet curriculum goals and the setting's philosophy | | |
| Provide professional development & leadership for staff /colleagues in line with setting's philosophy | | |
| Provide support, supervision and guidance to colleagues/staff on an ongoing basis in order to ensure quality practice | | |
| Encourage staff members to practice effective teaching and learning strategies by sharing up-to-date information on best practices derived from evidence-based research | | |
| Engage in Continuing Professional Development (CPD) to inform current thinking in practice | | |
| Consult regularly with a range of stakeholders to inform policies and procedures | | |
| Oversee/manage the health, safety and wellbeing of all stakeholders in the setting in line with legislation/regulation and good practice | | |
| Network with external agencies to keep informed on latest initiatives research findings and best practice | | |
| Monitor and evaluate the completion of all record keeping in line with regulations and the settings policies and procedures | | |

Professional Practice & Development – Manager (Expert) ECE - Level 6/7/8

| Competency | Qualification | Experience |
|---|------------------------------------|------------|
| Professional Practice & Development | Manager (Expert) - ECE Level 6/7/8 | |
| <ul style="list-style-type: none"> • Demonstrate the skills present at the previous levels • Mastery of complex theoretical knowledge • Critically evaluate knowledge, concepts and practice • Expertise in research and policy development • Complete autonomy in professional activities, responsibility for achieving personal and group outcomes and has accountability for all group decisions | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Promote and model the importance of maintaining confidentiality at all times in line with the settings policies and procedures | | |
| Promote the importance of the voice of the child at all times | | |
| Actively promote inclusion and equality for all children in the setting | | |
| Promote the rights of children to have their safety and well-being needs met at all times and recognises their own role in providing positive early years' experiences as a foundation for children's future health, well-being learning and development | | |
| Understand that continuing professional development (CPD) is the responsibility of any professional to maintain his or her professional skills | | |
| Understand that CPD is essential for continued employment and advancement and helps individuals manage their own development | | |
| Understand that CPD opens up further developmental opportunities and helps individuals achieve personal goals | | |
| Recognise that CPD provides enhanced working relationships with children, parents and colleagues, developing increased awareness of the wider context of role | | |
| Recognise that in putting themselves forward for CPD there will be an opportunity to develop skills and knowledge | | |
| Monitor and evaluate the completion of all record keeping in line with regulations and the settings policies and procedures | | |
| Adapt the role of Coach and Mentor for other staff in all areas of policy and practice | | |
| Promote the importance of reflective practice as an integral part of policy and practice | | |

Administration – Manager (Expert) ECE - Level 6/7/8

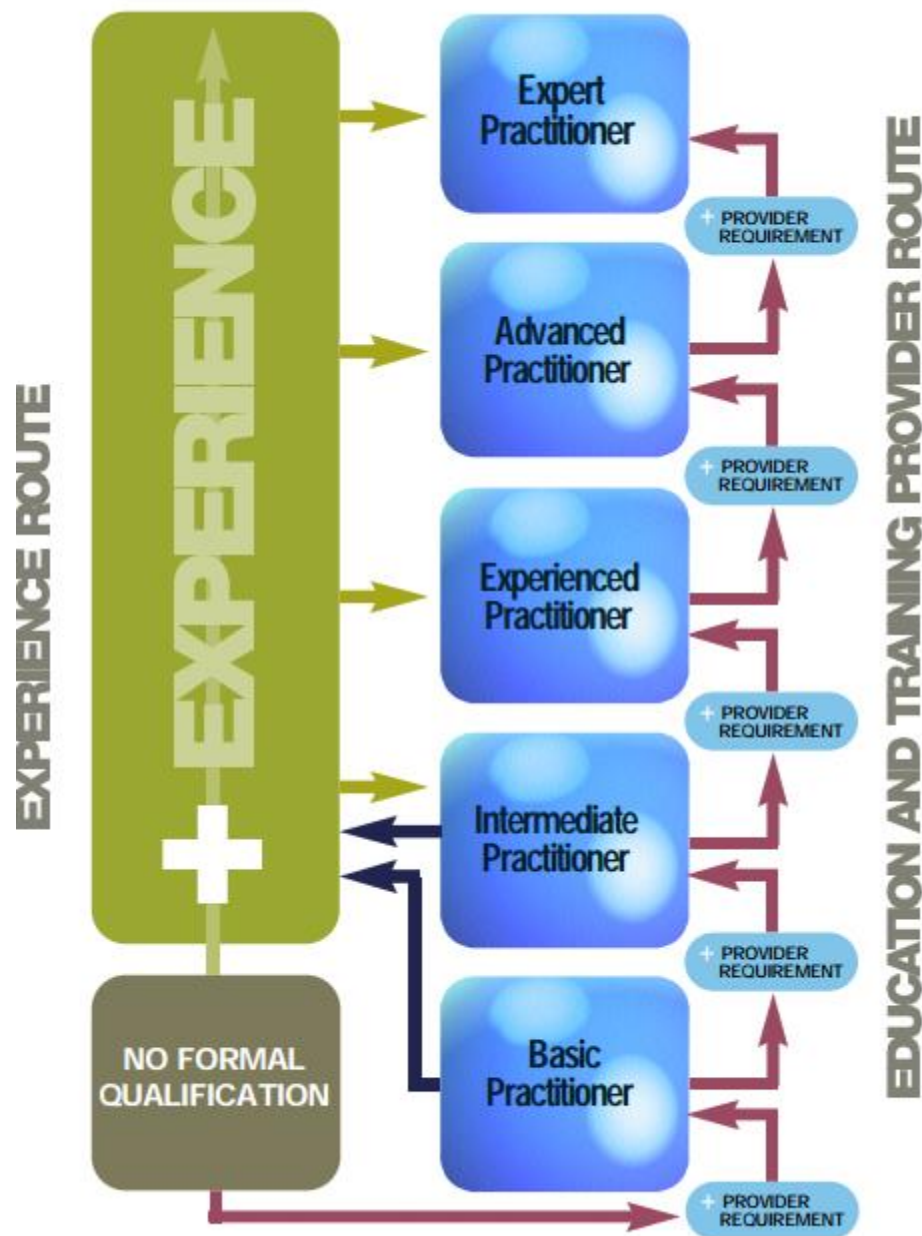
| Competency | Qualification | Experience |
|---|---------------------------------------|------------|
| Administration | Manager (Expert) - ECE Level 6/7/8 | |
| <ul style="list-style-type: none"> • Demonstrate the skills present at the previous levels • Mastery of complex theoretical knowledge • Critically evaluate knowledge, concepts and practice • Expertise in research and policy development • Complete autonomy in professional activities, responsibility for achieving personal and group outcomes and has accountability for all group decisions | | |
| <i>Demonstrates the knowledge and ability to:</i> | | |
| Keep children safe & protected according to the setting's policies and procedures and in accordance with Children First (2015) | | |
| Promote and model the importance of maintaining confidentiality in line with the settings policies and procedures | | |
| Promote the importance of the voice of the child at all times | | |
| Identify and implement a monitoring system for all administrative, financial and personnel record keeping procedures to ensure they are consistent with legislative/regulatory requirements and the settings policies and procedures | | |
| Develop and implement organisational structures to ensure responsibilities for personnel are identified and carried out | | |
| Collect, analyse, organise and critically evaluate information relating to all aspects of ECCE services | | |
| Oversee the development, planning, implementation and evaluation of education and training programmes for early childhood practitioners | | |
| Identify and address issues proficiently in relation to recruitment and employment practices in line with legislation | | |
| Assess and document the performance of staff based on clearly defined job descriptions, objectives and expectations | | |
| Maintain confidentiality and privacy in the supervision and evaluation of staff | | |
| Provide opportunities for advancement of staff | | |
| Develop policies & standards to promote positive outcomes for children | | |
| Create the setting's policies - parent and staff handbooks, administrative forms etc. | | |
| Participate and oversee planning, review and evaluation | | |
| Recognise the importance of effective time management and carry out time management strategies | | |
| Maintain and manage program budgets for materials and supplies in line with fiscal policy and program goals | | |
| Collaborate with funding agencies | | |
| Establish, implement and review quality assurance systems and procedures to ensure the achievement of national quality standards | | |
| Establish an environment where expectations are clear & consistent through systematic sharing of appropriate information with staff and parents/carers | | |
| Ensure that clear and efficient record keeping procedures are in place and adhered to at all times | | |
| Assist in annual reviews of the settings policies and procedures | | |
| Support and encourage individual staff to assume leadership roles | | |

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| <i>Financial Administration</i> |
| Portray a keen and in-depth knowledge of the company's financial policies/procedures: Procurement, payment and receipts, petty cash, salaries, funding returns, bank reconciliation, travel and subsistence, prepare financial reports, prepare accounts for financial audit. |
| Display a clear understanding of signatories for the company bank accounts, how to open and close bank accounts, how to back up accounts data, apply for tax clearance certificates, maintain a fixed assets register and archiving and importance of adequate insurance |

Appendix 1

Model framework for education, training and professional development

Model framework for education, training and professional development



Appendix 2

Principles underpinning the delivery of high quality Early Years' Services

(Border Counties Childhood Network 2003)

- ✓ Value early childhood as a significant time in its own right
- ✓ Promote children's rights under the UN Convention on the Rights of the Child
- ✓ Be compliant with all legislative requirements
- ✓ Be delivered in the combined interest of children, parents and staff
- ✓ Be delivered in close consultation with children, parents, carers and community
- ✓ Have a shared belief in the central importance of play within the care and education services for children
- ✓ Acknowledge and respect parents as the child's first educators
- ✓ Value, respect and promote the identities and diversity of all cultures and families
- ✓ Provide equal opportunities for all children attending
- ✓ Be accessible to all parents and children wishing to use the service
- ✓ Ensure staff have the dispositions and competencies required to play a fundamental role in children's lives
- ✓ Ensure staff are valued, supported and appropriately remunerated
- ✓ Ensure management and staff are appropriately trained and engage in on-going professional development
- ✓ Ensure that staff promote and nurture the holistic development of all children
- ✓ Promote effective relationships between: staff members, management and staff, staff and children, staff and parents and management with parents
- ✓ Promote positive and effective relationships between the service and the community
- ✓ Encourage and develop positive attitudes toward the Irish language
- ✓ Have a management structure that adheres to all legal, financial, personnel and administrative requirements of running a business
- ✓ Have agreed written Vision and Mission statements, with clear written aims, objectives policies and procedures
- ✓ Develop links with other professionals and groups working in the area of early education and care
- ✓ Provide a safe, clean secure, well planned physical learning environment that offers a wide range of stimulating and satisfying experiences
- ✓ Consider the well-being of children as paramount and promote children's health, learning and development

Appendix 3

Code of Ethics of the Association of Childhood Professionals

Principle 1

Childhood is a significant and distinct time in life that must be nurtured, respected, valued and supported in its own right

- I will recognise the value and importance of childhood
- I will recognise and respect childhood as a unique and important stage in life
- I will acknowledge each child's unique qualities and abilities and I will guide and support them to the best of their potential ensuring the enjoyment of their childhood without undue pressure
- I will respect childhood as *"an essential foundation for successful lifelong learning, social integration, personal development and later employability"*

Principle 2

The child's individuality, strengths, rights and needs are central in the provision of quality childhood experiences

- I will respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1991) and commit to advocating for these rights.
- I will work to ensure that all children can exercise their rights.
- I will acknowledge the holistic nature of children's learning and the significance of children's individual and group identities.
- I will acknowledge each individual child as a competent learner, and build active communities of engagement and exploration by respecting their uniqueness, dignity, worth, and ability
- I will foster children's independence and inter-dependence by providing opportunities to develop life skills.
- I will celebrate effort as well as success.

Principle 3

Parents are the primary educators of the child and have a pre-eminent role in promoting her/his well-being, learning and development

- I will recognise that families are of primary importance in children's development and that children are best understood in the context of their families.
- I will listen to and learn from families, in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing their children
- I will acknowledge the rights of families to make decisions about their children

- I will develop partnerships with *families and engage in shared decision making where appropriate.*

Principle 4

Responsive, sensitive and reciprocal relationships, which are consistent over time, are essential to the wellbeing, learning and development of the young child

- I will establish professional and caring relationships with children and their families.
- I will build collaborative relationships based on trust, respect, honesty and open communication
- I will strive to maintain ongoing and open communication with parents/guardians regarding the development and learning of their child
- I will be a receptive listener and offer encouragement and support by responding appropriately to the ideas, concerns and needs of children and families.
- I will strive to facilitate community partnerships for the benefit of children by working collaboratively with all relevant professionals to access appropriate resources and expertise, as required.

Principle 5

Equality is an essential characteristic of quality early childhood care and education

- I will commit to ensuring a quality early childhood setting that acknowledges and respects equality for all.
- I will ensure that children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religious belief, language, culture, or national origin.
- I will ensure that conflict between work and private interests, which could reasonably be deemed to have a negative impact on children, their families and colleagues, will not occur

Principle 6

Quality early childhood settings acknowledge and respect diversity and ensure that all children and families have their individual, personal, cultural and linguistic identity validated

- I will respect diversity in all children, families, and colleagues.
- I will recognise each child as an active citizen with individual and group identities.
- I will create and maintain an environment that supports the uniqueness of each family and strive to learn about their culture, family structure, lifestyle, customs, language, beliefs and kinship systems
- I will acknowledge that each family is affected by the community contexts in which they engage.

Principle 7

The physical environment of the young child has a direct impact on her/his well-being, learning and development

- I will create and maintain safe and stimulating environments that enhance children's learning, development, interactions, initiative, self-worth, dignity and show respect for their contributions.
- I will provide opportunities for young children to experience nature, and to understand their relationship to their natural environment and to the world.
- I will respect the *value of indoor and outdoor environments in supporting the holistic development of children*

Principle 8

The safety, welfare and well-being of all children must be protected and promoted in all early childhood environments

- I will act in the best interests of children at all times
- I will adhere to relevant legislation and regulations to ensure the protection and well-being of all children.
- I will be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families
- I will maintain confidentiality and respect the right of the family to privacy
- I am in a position of power in relation to children under my care. I will ensure that these children are protected from the abuse of such power

Principle 9

The role of the adult in providing quality early childhood experiences is fundamental

- I will utilise knowledge and research to advocate for universal access to a range of high-quality childhood programs for all children
- I will advocate for the development and implementation of laws and policies that promote child-friendly communities and work to change those that work against child and family wellbeing
- I will be responsible for ensuring that appropriate boundaries are maintained in all aspect of professional relationships.
- I will maintain confidentiality in all relationships
- I will work to ensure that our sector is viewed as a profession of high status.
- I will act in ways that advance the interests and standing of my profession.
- I will advocate for equitable pay and conditions for all those working in the early childhood sector.
- I will work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications.
- I will collaborate with my colleagues to generate a culture of continual reflection and renewal of high quality practices in early childhood.
- I will model high-quality professional practices.
- I will mentor other childhood professionals and students.
- I will acknowledge and support the personal strengths, professional knowledge, diversity and experience which students bring to the learning environment.

- I will implement strategies that will empower students to make positive contributions to the workplace.
- I will know the requirements of the students' individual institutions and communicate openly with the representatives of that institution.
- I will encourage qualities and practices of leadership within the childhood profession.
- I will provide ongoing constructive feedback and assessment that is fair and equitable.
- I will encourage my colleagues to adopt and *act in accordance with this Code, and take action in the presence of unethical behaviours*

Principle 10

The provision of quality early childhood experiences requires cooperation, communication and mutual respect

- I will collaborate with the child's family and appropriate specialists to support the child's holistic development.
- I will support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interest of children, families and colleagues.
- I will acknowledge and support the personal strengths, professional experience and diversity which my colleagues bring to their work
- I will share and build knowledge, experiences and resources with my colleagues and students aspiring to the profession.
- I will promote and support ongoing professional development within my work team.
- I will make every effort to use constructive methods to manage differences of opinion in the spirit of fairness and respect.
- I will acknowledge the power dimensions within professional relationships.

Principle 11

Pedagogy in early childhood is expressed by curricula or programmes of activities which take a holistic approach to the development and learning of the child and reflect the inseparable nature of care and education

- I will endeavour to remain current in my professional knowledge about the continuum of child development and the pedagogy related to early learning, curriculum, program planning, parenting and family dynamics.
- I will base my work on contemporary perspectives on research, theory, content knowledge, high quality early childhood practices and my understandings of the children and families with whom I work.
- I will regard myself as a learner who undertakes reflection, critical self-study, continuing professional development and engages with contemporary theory and practice.

- I will recognise that research includes my routine documentation and investigations of children's learning and development, as well as more formal research projects undertaken with and by external bodies.
- I will support research to strengthen and expand the knowledge base of early childhood, and where possible, initiate, contribute to, facilitate and disseminate such research.
- I will make every effort to understand the purpose and value of proposed research projects and make informed decisions as to the participation of myself, colleagues, children, families and communities.
- I will ensure research in which I am involved meets standard ethical procedures including informed consent, opportunity to withdraw and confidentiality.
- I will represent the findings of *all research accurately*.

Principle 12

Play is central to the well-being, development and learning of the young child

- I will honour children's right to play, as both a process and context for learning.
- I will support the right of each child to play and learn in an inclusive environment that meets the needs of all children.
- I will provide an environment that allows children to become active agents within their own learning thus develop lifelong learning skills through play.
- I will provide individualized assistance and opportunities for children to develop a sense of belonging to a group through play.
- I will base my work on knowledge of how children develop and learn through play.
- I will explain the foundations of my practice and my decision-making processes and will communicate to parents and other professionals the benefits of play for child development.

Appendix 4

Policy, Procedures & Statements as required by Childcare Act 1991 (Early Years' Services) Regulations (2016) Schedule 5

Policies, procedures and statements

- (a) Statement of purpose and function;
- (b) Complaints policy;
- (c) Policy on administration of medication;
- (d) Policy on infection control;
- (e) Policy on managing behaviour;
- (f) Policy on safe sleep;
- (g) Fire safety policy;
- (h) Inclusion policy;
- (i) Outings policy where children attending the service are brought on such outings;
- (j) Policy on accidents and incidents;
- (k) Policy on authorisation to collect children;
- (l) Policy on healthy eating;
- (m) Policy on outdoor play where such play is provided to children attending the service;
- (n) Policy on overnight services where the service is an overnight preschool service;
- (o) Policy on staff absences;
- (p) Policy on the use of the internet and photographic and recording devices;
- (q) Recruitment policy;
- (r) Risk management policy;
- (s) Settling-in policy;
- (t) Staff training policy;
- (u) Supervision policy

Appendix 5

Detailed Administration duties in relation to Finance

Preparation of the Annual Fees Policies and the calculation of FTE Cost Price and submit for approval
Cash Flow Projections
Full Time Equivalent Count
Detailed knowledge of the funding programmes i.e. ECCE CCS and TEC Schemes – CETS, ASCC and CEC
Obtain all information from parents to enable registration to schemes
Register children on various schemes on PIP (programmes implementation platform)
Ensure required proofs have been obtained from parents to support applications
Check applications have been processed correctly on PIP and if not submit relevant appeals
Ensure all documents for applications are signed
File all documents in order for easy access and for audit purposes.
Prepare monthly FTE Count Sheet for CCS
Prepare quarterly Cash flow projections
Submit quarterly returns on line to Pobal
Post weekly fees to parents' accounts
Lodge receipts to Bank
Post receipts to parents' accounts
Issue parent statements.
Prepare Bank Reconciliations
Order Goods from Suppliers and ensure all maintenance contracts are in order
Check deliveries to ensure they correspond to orders.
Pay suppliers
Reconcile accounts to Supplier statement at the end of month.
Prepare wages for Staff and make payments.
Submit details for new employees to Revenue in order to obtain tax credits.
Prepare P45 for staff that leave and submit to Revenue.
Submit monthly P30 to revenue and make payment.
Issue P60's to staff at year end and submit P35 to Revenue
Prepare Income and Expenditure Reports

Appendix 6

List of Universities and I.T's delivering NFQ Level 8 studies in Early Childhood Care & Education

| Training Course | Venue | Level | Points |
|---|--|-------------|--------|
| Education - Early Childhood Education | St. Patrick's Campus DCU and Dublin City University | Level 8 NFQ | 380 |
| Early Childhood Education | Dublin Institute of Technology | Level 8 NFQ | 380 |
| Early Childhood Education | Marino Institute of Education | Level 8 NFQ | 320 |
| Early Childhood Care & Education | Institute of Technology Sligo | Level 8 NFQ | 290 |
| Early Childhood Care & Education | Institute of Technology Tralee | Level 8 NFQ | 290 |
| Early Childhood Care & Education | Mary Immaculate College | Level 8 NFQ | 360 |
| Early Childhood Education & Care | Institute of Technology Carlow - Carlow Campus | Level 8 NFQ | 285 |
| Early Childhood Care Health & Education | Letterkenny Institute of Technology | Level 8 NFQ | 275 |
| Early Childhood Studies | http://www.nuigalway.ie/courses/ | Level 8 | 180 |
| Early Childhood Education & Care - Wexford Campus | Institute of Technology Carlow - Carlow Campus and Institute of Technology Carlow - Wexford Campus | Level 8 NFQ | 260 |

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| <u>Early Childhood Studies</u> | <u>Waterford Institute of Technology</u> | Level 8 NFQ | 305 |
| <u>Early years' & Childhood Studies</u> | <u>University College Cork</u> | Level 8 NFQ | 390 |
| <u>Early Childhood Studies</u> | <u>Dundalk Institute of Technology</u> | Level 8 NFQ | 330 |
| <u>Early Childhood - Teaching & Learning - Part-time</u> | <u>Maynooth University</u> | Level 8 NFQ | 380 |
| <u>Early Childhood Care & Education</u> | <u>Institute of Technology Blanchardstown</u> | Level 8 NFQ | 285 |

Appendix 7

List of Education Centres delivering NFQ Level 7 in Early Childhood Care & Education

| Training Course | Venue | Level | Points |
|--|--|-------------|--------|
| Early Childhood Care & Education | Institute of Technology Blanchardstown | Level 7 NFQ | 280 |
| Early Childhood Care & Education | Institute of Technology Tralee | Level 7 NFQ | 230 |
| Early years' Education | Cork Institute of Technology | Level 7 NFQ | 340 |
| Early years' Care & Education | Athlone Institute of Technology | Level 7 NFQ | 275 |
| Montessori Education | St. Nicholas Montessori College | Level 7 NFQ | 405 |

Appendix 8

List of Education Centres delivering NFQ Level 6 in Early Childhood Care & Education

Training Course Venue Level Award

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|-------------------|-----------------|---|----------------|-------|
| 6M2007 Studies | Early Childhood | Letterkenny Institute of Technology | Level 6 NFQ | Major |
|-------------------|-----------------|---|----------------|-------|

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|------------------------|--|--|-------------------|-------|
| 6M2007 | Early Childhood Studies | Portabello Institute | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Barrow Training & Consultancy | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Blessington Further Education Centre and Kildare & Wicklow ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Carlow Institute of Further Education and Kilkenny & Carlow ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Carrignafof Community College and Cork ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Castlebar College of Further Education and Mayo Sligo Leitrim ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Castlecomer Community School | Level 6 NFQ | Major |

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|--------|--|---|-------------|--------------|
| 6M2007 | Early Childhood Care & Education | Cavan Institute | Level 6 NFQ | Major, Minor |
| 6M2007 | Early Childhood Care & Education | Central College Limerick | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Colaiste an Chreagain Mountbellew | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Colaiste Mhuire Thurles and Tipperary ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | College of Further Education Dundrum and Dublin & Dun Laoghaire ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | College of Management & IT - CMIT | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Collinstown Park Community College and Dublin & Dun Laoghaire ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Dunboyne College of Further Education and Louth & Meath ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Fingal Adult Education Service Balbriggan | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Grange Community College | Level 6 NFQ | Major |

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|--------|--|--|-------------|-------|
| 6M2007 | Early Childhood Care & Education | Jesus & Mary Secondary School | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Kennedy College and Waterford & Wexford ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Kilmallock College of Further Education | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Liberties College and City of Dublin ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Longford College of Further Education | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Mary Immaculate Lisdoonvarna | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Moate Business College | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Monaghan Inst of FE & Training and Cavan & Monaghan ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Mountmellick Further Education Centre and Laois & Offaly ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Ormonde College of Further Education and Kilkenny & Carlow ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Scoil Mhuire Community School - Clane | Level 6 NFQ | Major |

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|--------|--|---|--------------|-------|
| 6M2007 | Early Childhood Care & Education | St. Josephs College Summerhill and Longford Town BTEI | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Swords Adult Basic Education Centre | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Tullamore Further Education Centre and Laois & Offaly ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education | Waterford City Adult Education Centre and Waterford & Wexford ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Education & Care | Colaiste Ide College of Further Education and City of Dublin ETB | Level 6 NFQ | Major |
| 6M2007 | Childcare - Early Childhood Care & Education | Chevron Training & Recruitment Ltd | Level 6 NFQ | Major |
| 6M2007 | Childcare - Early Childhood Care & Education | College of Progressive Education | Level 6 NFQ, | Major |
| 6M2007 | Childcare - Early Childhood Care & Education | Dorset College | Level 6 NFQ | Major |
| 6M2007 | Childcare - Early Childhood Care & Education | Mallow College of Further Education | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education - Supervision | Inchicore CFE and City of Dublin ETB | Level 6 NFQ | Major |

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|--------|--|---|-------------|-------|
| 6M2007 | <u>Early Childhood Care & Education - Advanced</u> | <u>Buncloody Vocational College</u> and <u>Waterford & Wexford ETB</u> | Level 6 NFQ | Major |
| 6M2007 | <u>Early Childhood Care & Education - Advanced</u> | <u>Cork College of Commerce</u> and <u>Cork ETB</u> | Level 6 NFQ | Major |
| 6M2007 | <u>Early Childhood Care & Education - Advanced</u> | <u>Cork College of Commerce</u> | Level 6 NFQ | Major |
| 6M2007 | <u>Early Childhood Care & Education - Advanced</u> | <u>Drogheda Institute of FE</u> and <u>Louth & Meath ETB</u> | Level 6 NFQ | Major |
| 6M2007 | <u>Early Childhood Care & Education - Advanced</u> | <u>Galway Community College</u> and <u>Galway & Roscommon ETB</u> | Level 6 NFQ | Major |
| 6M2007 | <u>Early Childhood Care & Education - Advanced</u> | <u>Kinsale College</u> and <u>Cork ETB</u> | Level 6 NFQ | Major |
| 6M2007 | <u>Early Childhood Care & Education - Advanced</u> | <u>St. Catherines Vocational School</u> and <u>Donegal ETB</u> | Level 6 NFQ | Major |
| 6M2007 | <u>Early Childhood Care & Education - Advanced</u> | <u>Templemore College of Further Education</u> and <u>Tipperary ETB</u> | Level 6 NFQ | Major |
| 6M2007 | <u>Early Childhood Care & Education - Advanced</u> | <u>Whitehall College of Further Education</u> and <u>City of Dublin ETB</u> | Level 6 NFQ | Major |

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|--------|--|--|-------------|-------|
| 6M2007 | Early Childhood Care & Education - Year 2 | Cavan Institute and Cavan & Monaghan ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education Advanced | O'Fiaich Institute and Louth & Meath ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education with Special Needs | Limerick College of Further Education and Limerick & Clare ETB and Limerick College of F.E. - East Limerick Campus | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care and Education - Advanced | Early Childhood Ireland | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care Education & Montessori | Mallow College of Further Education and Cork ETB | Level 6 NFQ | Major |
| 6M2007 | Supervision in Early Childhood Care & Education | Bray Institute of Further Education and Kildare & Wicklow ETB | Level 6 NFQ | Major |
| 6M2007 | Childcare - Early Childhood Care & Education with Montessori | College of Progressive Education | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education - Full-time | Portobello Institute | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education - Montessori - Advanced | Cork College of Commerce and Cork ETB | Level 6 NFQ | Major |

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|--------|---|--|-------------|--------|
| 6M2007 | Early Childhood Care & Education - Special Needs Assistant | Monaghan Inst of FE & Training and Cav an & Monaghan ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education - Supervision in Childcare | Beaufort College | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education - Supervision in Childcare | North Kerry College and Kerry ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care Education & Special Needs - Advanced | Mallow College of Further Education and Cork ETB | Level 6 NFQ | Major |
| 6M2007 | Early Childhood Care & Education ECCE - Blended Learning | Portobello Institute | Level 6 NFQ | Major |
| 6M2007 | Childhood Care & Education - Advanced | The Open College | Level 6 NFQ | Major |
| 6M2007 | Childcare - Early Care & Education | St. Louis Community School | Level 6 NFQ | ,Major |
| 6M2007 | Early Childcare Care Education | Our Lady's Secondary School Belmullet | Level 6 NFQ | Major |
| 6M2007 | Childcare | An Cosan | Level 6 NFQ | Major |
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|--------|--|---|-------------|-------|
| 6M2007 | Childcare - Advanced | Ennis Community College and Limerick & Clare ETB | Level 6 NFQ | Major |
| 6M2007 | Childcare - Advanced | Waterford College of Further Education and Waterford & Wexford ETB | Level 6 NFQ | Major |
| 6M2007 | Childcare - Supervision | Colaiste Ide College of Further Education | Level 6 NFQ | Major |
| 6M2007 | Childcare - Supervision with Special Needs | Clarin College - Athenry College of F.E. and Galway & Roscommon ETB | Level 6 NFQ | Major |
| 6M2007 | Childcare Management | Sallynoggin College of Further Education | Level 6 NFQ | Major |
| 6M2007 | Childcare Supervision - Advanced | St. Fanahan's College and Cork ETB | Level 6 NFQ | Major |
| 6M2007 | Childcare Supervisor | St. Conleth's Community College and Kildare & Wicklow ETB | Level 6 NFQ | Major |
| 6M2007 | Montessori & ECCE | Dorset College | Level 6 NFQ | Major |
| 6M2007 | Montessori Teaching | Killester College of Further Education and City of Dublin ETB | Level 6 NFQ | Minor |

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|--------|---|--|----------------|-------|
| 6M2007 | <u>Montessori with ECCE</u> | <u>The Open College</u> | Level 6 NFQ | Major |
| 6M2007 | <u>Supervision in Childcare</u> | <u>Marino College of Further Education</u> | Level 6 NFQ | Major |

Appendix 9

List of Education Centres delivering NFQ Level 5 in Early Childhood Care & Education

Training Course Venue Level Award

| | | | | |
|--------|--|--|-------------|-------|
| 5M2009 | Early Childhood Care & Education | Rossa College and Cork ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Sancta Maria College | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Scoil Ruain and Tipperary ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Selskar College Wexford | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | St. Catherines Vocational School and Donegal ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | St. Fanahan's College and Cork ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | St. Kevin's College Crumlin and City of Dublin ETB | Level 5 NFQ | Major |

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|--------|--|---|--------------------------|-------|
| 5M2009 | Early Childhood Care & Education | Swords Adult Basic Education Centre | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Templemore College of Further Education and Tipperary ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | The Open College | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Tullamore Further Education Centre and Laois & Offaly ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Waterford City Adult Education Centre and Waterford & Wexford ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Youthreach Navan Progression Centre and Louth & Meath ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Education & Care | Colaiste Ide College of Further Education and City of Dublin ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education - Return to Education | Inchicore CFE and City of Dublin ETB | Level 4 NFQ, Level 5 NFQ | Major |
| 5M2009 | Childhood Studies with Special Needs Assistant | Portlaoise College and Laois & Offaly ETB | Level 5 NFQ | Major |

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|--------|--|--|-------------|--------|
| 5M2009 | Early Childhood Studies - General | Cork College of Commerce and Cork ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Blessington Further Education Centre and Kildare & Wicklow ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Bray Institute of Further Education and Kildare & Wicklow ETB | Level 5 NFQ | ,Major |
| 5M2009 | Early Childhood Care & Education | Buncrana Adult Education & Training Centre and Donegal ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Castlerea Adult Education & VTOS Centre and Galway & Roscommon ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Central College Limerick | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Colaiste an Chreagain Mountbellew and Galway & Roscommon ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Errigal College and Donegal ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Galway Community College and Galway & Roscommon ETB | Level 5 NFQ | Major |

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|--------|--|---|-------------|--------|
| 5M2009 | Early Childhood Care & Education | Galway Further Education & Training Centre and Galway & Roscommon ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Grange Community College | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Inchicore CFE and City of Dublin ETB | Level 5 NFQ | ,Major |
| 5M2009 | Early Childhood Care & Education | Liberties College and City of Dublin ETB | Level 5 NFQ | ,Major |
| 5M2009 | Early Childhood Care & Education | Longford Town BTEI and Longford & Westmeath ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Mercy College Sligo | Level 5 NFQ | ,Major |
| 5M2009 | Early Childhood Care & Education | Moyne College and Mayo Sligo Leitrim ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | St. Conleth's Community College | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | St. Josephs College Summerhill and Longford Town BTEI | Level 5 NFQ | ,Major |

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|--------|--|--|-------------|--------|
| 5M2009 | Early Childhood Care & Education | St. Oliver's Post Primary School | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Tech Amergin Arts & Education Centre and Kerry ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | VTOS North Connaught College and Mayo Sligo Leitrim ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | West Clare Adult Education Centre and Limerick & Clare ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | Whitehall College of Further Education and City of Dublin ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Studies - Afternoon | Cork College of Commerce and Cork ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Studies - Montessori | Cork College of Commerce and Cork ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Studies with Special Needs | Cork College of Commerce and Cork ETB | Level 5 NFQ | Major |
| 5M2009 | Childcare & Early Learning | Killester College of Further Education and City of Dublin ETB | Level 5 NFQ | ,Major |

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|--------|--|---|-------------------|-------|
| 5M2009 | Early Childcare & Education | Ionad Breisoideachais Ros Muc and Galway & Roscommon ETB | Level 5 NFQ | Major |
| 5M2009 | Childcare - Early Childhood Care & Education | Beaufort College and Louth & Meath ETB | Level 5 NFQ | Major |
| 5M2009 | Childcare - Early Childhood Care & Education | Chevron Training & Recruitment Ltd | Level 5 NFQ | Major |
| 5M2009 | Childcare - Early Childhood Care & Education | College of Progressive Education | Level 5 NFQ | Major |
| 5M2009 | Childcare - Early Childhood Care & Education | Cork College of Commerce | Level 5 NFQ | Major |
| 5M2009 | Childcare - Early Childhood Care & Education | St. Colman's Community College and Cork ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education with Montessori | Limerick College of Further Education and Limerick & Clare ETB | Level 5 NFQ | Major |
| 5M2009 | Early Childhood Care & Education | National Childhood Network Monaghan | Level 5 NFQ | Major |

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