

# Scotland



## Care Work with Children

Dundee College

# Childcare in Scotland

## Content



### 1. Introduction

- 1.1. Dear Student
- 1.2. Children's Rights and Social Policy in the EU
- 1.3. About Scotland
- 1.4. Introduction to the Content

3

3

5

6

8

### 2. A Visit to a Nursery School

### 3. The Aims of Educational Care Work

- 3.1. General Aims of Early Childhood Education
- 3.2. Ethical Principles and Legislation
- 3.3. Theoretical Orientation
- 3.4. Multiculturalism

9

12

12

13

15

17

### 4. Childcare Policy and Practice

- 4.1. Welfare Policy
- 4.2. General Goals of Family Policy
- 4.3. Service Providers
- 4.4. Structure of Childcare Services
- 4.5. Benefits for Families

20

20

24

25

31

34

### 5. The Professional Childcare Worker

- 5.1. Occupational Profiles
- 5.2. Job Descriptions
- 5.3. Guidelines for Best Practice

37

37

39

44

### 6. The Developments in Childcare

- 6.1. The Past
- 6.2. The Plans for the Future

45

45

47

## 7. Education and Childcare Training

7.1. Practical Nurse/Child Care Attendant's Curriculum

48

50

## 8. Bibliography

*Health and Social Care web sites*

*General web sites*

*Government/Legislation web sites*

*Statistics*

52

## 9. Appendices

9.1. Appendix I

9.2. Appendix II

9.3. Appendix III

9.4. Appendix IV

54

54

55

56

58

# 1. Introduction

## 1.1. Dear Student

◆ *Welcome to Scotland! We are very pleased to have you here doing your practical study period, and hope it proves to be a productive and pleasant experience for you.*

*The purpose of this handbook is to give you an overall view of the development of the health care and social welfare services for children and their families in Scotland. The handbook charts the history of the Scottish health care and social services from early 20<sup>th</sup> century up to the present day, and also outlines the future plans of development. On a practical level, this book is as guide to the entire social welfare and health care services available for families with children. It also gives you an inside perspective on the role of a care worker within the Scottish health care and social welfare system.*

*A lot of information is packed into this handbook. You get the most out of it by using it as both a reference and guidebook. Please read the table of contents carefully in order to find the relevant material when you need it in different situations.*

*A glossary of terms used in Scotland in the areas that concern children and their families is also included.*

*We believe you will find this book a useful resource in becoming familiar with the Scottish social and health care system.*

*We wish you all the best for your time in Scotland - learn and enjoy!*

*The following text was written with a view to explaining the importance of being aware of the influences which mould a child's development. These influences come from parents and family, childcare workers and teachers.*



*Children Learn what they Live*

*IF*

*a child lives with criticism she learns to condemn*

*IF*

*a child lives with hostility he learns to fight*

*IF*

*a child lives with shame he learns to feel guilt*

*IF*

*a child lives with tolerance she learns to be patient*

*IF*

*a child lives with encouragement he learns confidence*

*IF*

*a child lives with praise she learns to appreciate*

*IF*

*a child lives with fairness he learns justice*

*IF*

*a child lives with security she learns to have faith*

*IF*

*a child lives with approval he learns to like himself*

*IF*

*a child lives with acceptance and friendship he/she learns to find love in the world.*

*(Scottish Health Education Unit)*

*I hope that you enjoy this pack of information and that you find it useful when you undertake your study placement in Scotland.*

## 1.2. Children's Rights and Social Policy in the EU

◆ The EEC came into being with the signing of the Treaty of Rome in 1957. Following its formation a series of targets was set to establish some common policies. The European Community initially only comprised 6 member states but this grew to 10 by 1981 and in 1995 this increased to 15 with the joining of Austria, Sweden and Finland. After November 1993, following the Treaty of Maastricht, the European Community changed its name to the European Union.

The Community Charter of the Fundamental Social Rights of Workers (European Commission 1990) explicitly recognises the need to link equality, economic and social policies through the promotion of full participation in working life. The Charter suggests that 'measures should be developed enabling men and women to reconcile their occupational and family responsibilities'.

A wide range of measures were recommended which include:

- ◆ Services providing childcare to be increased.
- ◆ Better leave arrangements for employed parents.
- ◆ Greater flexibility in the environment, structure and organisation of work and the workplace.
- ◆ Encouraging the increased participation of men in the care of children.

In 1991 all of the member states of the EU agreed on a statement of policy covering the provision of:

- ◆ services for children
- ◆ leave arrangement for parents
- ◆ a more responsive work environment which takes into account the needs of parents
- ◆ acknowledgement of parenting as a shared responsibility between man and women.

The EU set up the Childcare Network to look into the need for improvement in the level and quality of childcare services through Europe. The key issues identified were:

- ◆ the services for children under 3 years of age and school age (5 years of age) children
- ◆ the problems experienced in rural areas and the poor access across the services
- ◆ the needs of ethnic groups
- ◆ the difference between education and care
- ◆ the poor pay and conditions of childcare workers
- ◆ the assistance that parents need in balancing work and family circumstances

The Network also highlighted the variation in the levels of childcare services and provision between the member states, together with the expansion of privately funded services. Although the range of services on offer is very broad in that it encompasses a variety of terms and approaches, to combat social disadvantage or exclusion the EU has the aim of presenting a greater 'corporate' identity of what is offered to the young, that is better integration.

The UK ratified the United Nations Convention on the Rights of the Child in December 1991, committing itself to ensuring that UK law, policy and practice relating to children was brought into line with its provisions. The Convention contains over 54 separate articles, but these can be broadly summarised under 3 headings. Children have a right to:

- ◆ protection from ill-treatment and harm
- ◆ participation in decisions affecting them
- ◆ provision of services to meet their needs

### 1.3. About Scotland

◆ Childcare in Scotland has advanced rapidly in recent years as the need for provision grew as a result of changes in family circumstances, ie mothers returning to work (either full or part time), an increase in the number of women returning to education and an increase in the number of single parent families.

The vast majority of provision being offered is private, although there is an increase in the number of local authority settings are increasing. There is still a need for more childcare facilities and the current demand does not meet all of the requirements.



Some local authority nurseries in Dundee are offering 'wrap-around' care. This means that they are extending the times of their morning and afternoon sessions. If this proves to be successful this may be adopted in other parts of Scotland.

Although there are a variety of different providers offering different types of services, all of these establishments or individuals must comply with statutory requirements, regulations and guidelines. This provision will be provided by either Education Services, Social Services or through private and voluntary organisations and individuals.

Education Services are responsible for ensuring that all children receive the curriculum that has been agreed for their age and stage of development and that there are the appropriately qualified personnel to deliver it. Not all staff are qualified, some are undertaking a qualification

whilst they are working. There must be, however, a percentage of qualified staff in relation to the number of children attending. Under the new regulations, there is a drive for all staff to have received some form of education in childcare. All of the provision must work to set curriculum guidance. Inspections are carried out by 'Her Majesty's Inspectorate' (HMI) and the Commission for the Regulation of Care in Scotland (Care Commission).

The Care Commission is responsible for the welfare of the family and have the key role in the training and registration of childminders.

The role of social services is wide and also includes providing services for the elderly, as well as being responsible for Adoption Services, Foster Care Services, Care of Boarding Care Services and for Short Breaks and Respite Care Services for Children.

This topic will be more fully discussed in Chapters 3 and 4.

### **Some facts about Scotland's Children**

- ◆ children make up around 20% of Scotland's population.
- ◆ 33,000 children - 3% of the child population - are estimated to have disabilities.
- ◆ Black and minority ethnic groups make up 1.3% of the total population; a larger proportion of the black and minority ethnic population are children.

- ◆ 29% of all Scottish households contain children - 16% of these are single parent families.
- ◆ Local authority day nurseries and family centres are available for less than 2% of under 5s.
- ◆ One third of the female workforce is estimated to be unable to earn a living because of the lack of child care services.
- ◆ 38% of Scotland's children live in households with an income of 50% (or less) of the national average.
- ◆ 60% of lone parents are economically inactive.
- ◆ There has been a decline in the levels of physical activity. This, together with a poor diet has resulted in 8% of boys and 7% of girls classes as obese in all social groups.
- ◆ The number of 5 year olds free of dental caries in 1997-98 was 43.3%
- ◆ The numbers of mothers' breastfeeding at 6-8 weeks in 1999 was 34.7%. In some areas numbers were as low as 23% and 14%.
- ◆ The poorest children are 9 times more likely to die in a fire.
- ◆ 1:5 families are lone parents
- ◆ Scotland has some of the highest rates of relative child poverty in the developed world. 1:5 children are entitled to free school meals.

(Source - Children in Scotland, 1995)



## 1.4. Introduction to the Content

Chapter 1: is a general overview to the rights of children and the responsibility of government. It also includes a very brief introduction into the providers of childcare in Scotland.

Chapter 2: will focus on one type of provision offered in Scotland, namely, a typical day in a Nursery School.

Chapter 3: will expand further on the type of childcare provision available to parents and well as focusing more fully on the curriculum.

Chapter 4: is an insight into welfare policy and to the benefits available to families. Reference will also be made to legislation and statistics which will help to explain the service providers role.

Chapter 5: will contain a selection of occupational profiles and job descriptions, as well as offering guidelines for best practice within the childcare field.

Chapter 6: is a brief historical view of childcare development in Scotland and plans for the future.

Chapter 7: will explain the Education System in Scotland, as well as focusing on the type of training a student has to undertake to be a childcare worker.

## 2. A Visit to a Nursery School



◆ The following will be the description of a typical day in a Nursery School. From this you should be able to identify with some of the activities that take place. What is important to note is that the children will be learning through these activities as has been laid down within the National Curriculum.

The Nursery School is located within a Primary School and is run by the Local Authority. The Nursery School has 40 children at any one time, aged between 3 and 5. There is one Head teacher, 2 Teachers and 4 Nursery Nurses as well as student child care workers. The following are the hours that the Nursery is open:

Full-time	8.50 am - 3.00 pm
Morning	8.50 am - 11.20 am
Afternoon	12.45 pm - 3.15 pm
Extended Provision	8.15 am - 8.50 am 11.30 am - 12.45 am 3.00 pm - 5.15 pm

There is a high proportion of children who are bilingual, the role contains children who come from as many as 26 countries and this is reflected in the curriculum. (Personal, Social and Emotional Development).

The nursery class is very brightly decorated and the children's work is displayed on the walls. There are different activity areas that relate to the curriculum framework, these include the house corner, dressing up clothes, story corner and art and craft area.

My name is Jean Smith and I am undertaking one of my placements at this nursery school. The following description of a day in the room will assist you in gaining an insight into what staff and children achieve in a typical day. The children are divided in age groups - ante-pre-school who are 3 years of age and pre-school who are 4 years of age.

As there are only 2 weeks until Christmas, the children will be learning about this Christian festival and the activities that

they do will be in relation to this. As part of the curriculum all religious festivals are included in the nursery planning.

8.15 am - The children who need 'wraparound' care start to arrive at the nursery. This could be because their parents have to get to work. There is a security entrance and the parents have to press a buzzer to gain entrance to the nursery. I assist in welcoming the children and encourage the parent/s take their children through to hang up their jackets and to change their shoes. Each child has their own peg with either a symbol or their name on it (early recognition), as well a bag to hold their shoes. The children then make their way into their rooms.

For the children that come early, breakfast, is available. This will include cereal, toast and fresh fruit. This is available freely up until 8.50 am when the part time morning children start arriving.

8.50 am - The part-time morning children are welcomed into the room and are asked to sit in the story corner with their friends until everyone has arrived. Once all of the children have arrived, they are asked what they would like to play with, and to go and find it in the room and then put in out on the table or floor depending on what they have. Once the children have decided the activities, there is 'free' play.

9.00 am - Some of the children assist the nursery nurse in making the morning snack. It is ongoing throughout the

morning. The children take their name symbol/name off a board and then posting it in a box to let staff know who has and who has not had a snack.

After each individual child has had their snack, there is a basin of water that the children can wash their cup and plate in and a tea towel with which to dry them. (All of the dishes will be washed properly at the end of the session).

9.30 am - 'Circle - time' - the children gathered together and sat on the floor in a circle. The topic for today is Christmas. The children have the opportunity, when a teddy is passed round, to talk about what they know of Christmas. When a child has the ball it is their opportunity to talk and for the others to listen. Some of the children only said a few words whereas others become very excited and talked about all of the presents that they are hoping to get.

9.50 am - Some of the chosen activities are put away and an art activity is put out. One of the nursery nurses supervises the activity. Today is Christmas decorations. This includes paper chains, stars and tree decorations.

While this activity is going on, free play is still carrying on, with the teacher carrying on with some structured work with a small group of children.

All of the children had the opportunity to participate in each of the activities.

**10.30 am** - Some of the children go out to the playground under supervision.

**10.50 am** - The children returned to their activities and when this session was finished they helped to tidy away all of the materials used. Some of the completed work was put on the wall for display, some of the work will go home and some was placed onto the frieze.

**11.00 am** - The children get together for story time. The children choose a book from the 'Special Story Box'. Today the story is called the 'Snowman'. The member of staff reading the story actively encourages the children to participate with the story, and at the end the children discuss what they heard.

**11.15 am** - The children are split into groups with their 'key worker'. They go to different parts of the nursery where the staff concentrate on curriculum work ie physical activities and singing.

**11.45 am** - The children are brought together for singing time. This is also picking up time for some of the children to go home.

**11.50 am** - The children get themselves organised for lunchtime. With the help of a staff member the children wash their hands.

Noon - The children go to the dining room for lunch. Some have brought their own packed lunch. Others are having the hot meal provided. All of the meals are nutritionally balanced in line with current guidelines.

The children are playing outside today as the weather although cold is dry. The children are being supervised.

The majority of children now go home. Only 2 remain for the afternoon.

**12.45 pm** - The children for the afternoon session have arrived. The programme is the same, although there are alternative activities for the 2 children who are continuing throughout the day.

See Appendix I for examples of the different type of activities offered and the reasoning behind their inclusion.

# 3. The Aims of Educational Care Work

## 3.1. General Aims of Early Childhood Education

◆ Before going to school when they are 5 years old, children have acquired a vast amount of knowledge and understanding of themselves and the world around them. Their physical and mental growth has been rapid. Each child enters school with an individual set of experiences, which will influence his/her future learning and development.



Some children will spend their pre-school year in a nursery school or class, perhaps run by the education department or a centre run by the Social Work Department. Other children may attend private nursery provision (who have local authority partnership) or be cared for at home by parents, childminder or nanny.

Wherever the pre-school year is spent, it is important that the child's home and community is valued and considered in the planning of their education. A successful partnership between home and

'school' ensures that children can become confident, eager and enthusiastic learners. It is important that the staff learn about the child's previous and current home experiences, values them and builds upon them.

The Curriculum Framework for Children in their Pre-School Years outlines 8 aims for early education. They are:

1. to provide a safe and stimulating environment in which children could feel happy and secure.
2. to encourage the emotional, social, physical, creative and intellectual development of children.
3. to promote the welfare of children.
4. to encourage positive attitudes to self and others and develop confidence and self-esteem.
5. to create opportunities to play
6. to encourage children to explore, appreciate and respect their environment.
7. to provide opportunities to stimulate interest and imagination.
8. to extend the children's abilities to communicate ideas and feelings.

The Curriculum Framework for children aged 3 to 5 recognises the valuable early learning experiences that children have at home, playgroups, nurseries, parent and toddler groups and family centres.



*'The vital contribution of pre-school education lies in developing and broadening the range of children's learning experiences, to leave them confident, eager and enthusiastic learners who are looking forward to school'.*

## 3.2. Ethical Principles and Legislation



◆ Ethical principles in relation to childcare have been laid down by the 'Care Commission'. For you to understand this fully a brief explanation of what the 'Care Commission' is and why it came about would be beneficial.

The Care Commission is a new national organisation set up under an Act of Scottish Parliament (The Regulation of Care (Scotland) Act 2001) to regulate care

services. It has taken over the regulation of all care services from Local Authorities and NHS (National Health Service) Boards.

In relation to childcare, this will include: nanny agencies and other sitter services, child minders, day care of children up to 16 years of age, early education provision including Local Authority provided nursery classes and private provision.

The Care Commission will inspect all providers at least once per year to ensure that standards are being met and maintained.

National Care Standards have been drawn up and it is against these standards that the Care Commission will be able to regulate the services.

The principles behind the standards reflect the rights of children and young people, as set down by the UN Convention on the Rights of the Child. The principles reflect the rights which children, young people, parents and carers enjoy as citizens.

The main principles are:

### 1. Dignity

- ◆ to be treated at all times with dignity and respect: and
- ◆ to enjoy a full range of social relationships

## 2. Privacy

- ◆ to have your privacy and property respected; and
- ◆ to be free from necessary intrusion

## 3. Choice

- ◆ to make informed choices, while recognising the rights of other people to do the same; and
- ◆ to know about the range of choices

## 4. Safety

- ◆ to feel safe and secure in all aspects of life, including health and well-being
- ◆ to enjoy safety but not be over protected; and
- ◆ to be free from exploitation and abuse

## 5. Realising Potential

- ◆ to achieve all that you can
- ◆ to make full use of the resources that are available to you; and
- ◆ to make the most of your life

## 6. Equality and Diversity

- ◆ to live an independent life, rich in purpose, meaning and personal fulfilment
- ◆ to be valued for you ethnic background, language, culture and faith
- ◆ to be treated equally and to live in an environment which is free from

bullying, harassment and discrimination; and

- ◆ to be able to complain effectively without fear of victimisation.

There are 14 standards which each individual or organisation must meet. The following is a list of the standards. Each standard comes with what is expected of that standard, but for the purposes of this information pack only the standards themselves will be listed.

1. Each child or young person will be welcomed, and will be valued as an individual.
2. The needs of each child or young person are met by the service in a safe environment, in line with all relevant legislation.
3. Each child or young person will be nurtured by staff who will promote his or her general well being, health, nutrition and safety.
4. Each child or young person will be supported by staff who interact effectively and enthusiastically with him or her.
5. Each child or young person can experience and choose from a balanced range of activities.
6. Each or young person receives support from staff who respond to his or her individual needs.
7. In using the service, children, young people, parents and carers experience an environment of mutual respect, trust and open communication.

8. You will be treated equally and fairly.
9. You can be confident that the service contributes to the community and looks for opportunities to be involved in the community.
10. You can be confident that the service keeps up links and works effectively with partner organisations.
11. Each child or young person has access to a sufficient and suitable range of resources.
12. Each child or young person receives support and care from staff who are competent and confident and who have gone through a careful selection procedure.
13. You can be confident that the service will evaluate what it does and make improvements.
14. You can be confident that you are using a service that is well managed.

### 3.3. Theoretical Orientation



◆ It has long been recognised the importance of learning from an early age and building upon children's experiences. In Scotland there is a Curriculum Framework, which has been designed to

set the standards and level of education. This curriculum starts before the child goes to school. For the purposes of this information pack the curriculum for 3-5 year olds will be reviewed. Staff in pre-school education are working to build upon the experiences that the children have. To achieve this they must work in partnership with parents in developing the child's learning. They should then assist in broadening these experiences to leave the child more confident, eager and enthusiastic and looking forward to starting school. Such educational experience should be of the highest quality and based on the following:

- ◆ The best interests of the children
- ◆ The central importance of relationships
- ◆ The need for all children to feel included
- ◆ An understanding of the way children learn

Having regard to the best interests of children means working with parents to recognise and give priority to meeting the individual needs of children and at all times having regards for their welfare, safety and security.

The 3-5 Curriculum Framework is based on the following 5 key aspects:

- ◆ Emotional, Personal and Social Development can include: Chinese New Year, Burns Night, sharing and taking turns in games.



- ◆ Knowledge and Understanding of the World can include: Bugs and Beasties, Different types of textures and 'feely' boards, growing plants - see Appendix II
- ◆ Communication and Language can include: Displays with correct headings, pegs with names or symbols for the start of letter recognition, listening to stories and poems - see Appendix II
- ◆ Expressive and Aesthetic Development can include: Junk modelling, painting, dancing, music and movement.
- ◆ Physical Development and Movement can include: Fine motor skills - using a pencil, or using a paintbrush, using large equipment like bikes and trikes etc.

To gain a better understanding of how this relates to the children and the activities undertaken, see Appendices III and IV.

What and how the children learn is the responsibility of the staff and they must set the example to the children, it is therefore important to consider the ways in which staff value:

- ◆ the individual child
- ◆ equal opportunities and social justice
- ◆ partnership with parents/carers
- ◆ the importance of the community
- ◆ education as a life-long process

Promoting effective learning is key to early years development and this takes a variety of forms but at the centre of this is the child, the family and the community. Although aspects of learning are directed, the child is encouraged to explore and contribute to this process. The planning that staff carry out is vital to ensure a positive learning experience, but this should support and extend the learning process, increase its level of challenge or to channel children's interests into a broader or more balanced set of learning experiences.

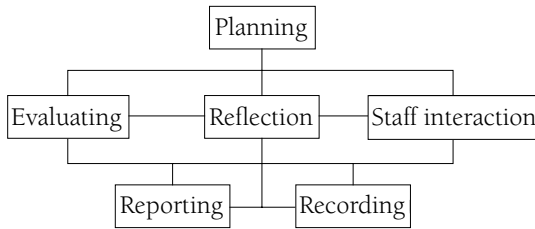
Assessment, in the form of observation is an integral part of the daily routine in an early years setting. This is carried out by the adult listening, watching and interacting with a child or a group of children.

Observation is seen as being a useful way to provide information about a child's learning and development that can be shared with other staff, parents and the child, and which will be helpful in future planning.

The assessment process can be summarised as follows:

- ◆ Setting goals for learning (planning) will highlight aspects for observation and assessment during play.
- ◆ Record keeping will gather the information needed for effective reporting.
- ◆ Evaluation of learning and teaching will influence future plans.

This interrelationship is illustrated in the diagram below.



*The assessment process*

### 3.4. Multiculturalism



◆ Black and minority ethnic groups make up 1.3% of the total population; a larger proportion of the black and minority ethnic population are children.

Over a third of Scottish ethnic minorities are Pakistani or Bangladeshi; other significant groups include Indians, Chinese and African. Ethnic minority communities are most likely to live in 4 Scottish cities (Glasgow, Edinburgh, Dundee and Aberdeen), with one in three of all ethnic minorities in Scotland living in Glasgow.

The facts below show key differences between ethnic minority groups and the white population.

#### **Families**

- ◆ Larger proportions of those from ethnic minority communities are children and young people: 26% of those from non-white backgrounds are under 16 compared to 20% of white.

- ◆ Ethnic minority families tend to live in households with more people than in white households.

### **Housing**

- ◆ Ethnic minority people are less likely to own their own home.

### **Work**

- ◆ The number of ethnic minority communities in employment is lower than for white people (48% in employment compared to 71% of white people). This is despite people from ethnic minorities having higher educational qualifications.
- ◆ Young white Scots are 3 times more likely than equally qualified Asian Scots to get an interview for a job and 5 times more likely than equally qualified African-Caribbean Scots.

### **Racism**

- ◆ The Commission for Racial Equality reported that 615 racist incidents were reported to the Race Equality Councils in Scotland 1999/2000.

The Children (Scotland) Act 1995

- places a duty on the authorities to 'have regard to children's religious persuasion, racial origin and cultural and linguistic background' when reaching certain decisions about them.

This reflects the principles of the UN Convention on the Rights of the Child.

As part of the 3-5 curriculum, Fostering Equal Opportunities is an important aspect of the children's learning process. Children learn about Equal Opportunities through Multicultural education, Gender and Disability awareness.

The following are some examples of how this is promoted:

### **Multicultural**

- ◆ by valuing each child's cultural background
- ◆ by providing a welcome ethos
- ◆ by involving parents
- ◆ by integrating multicultural activities, eg:
  - music
  - books
  - home-corner
  - dressing up
  - food preparation and tasting
  - religious and festival celebrations

### **Gender**

- ◆ to encourage all children to play in the come corner; with construction toys, woodwork, cars etc
- ◆ to discourage teasing
- ◆ to involve all children in 'helping' eg moving chairs (not just boys), tidying up (not just girls).
- ◆ to encourage both boys and girls to recognise and express their feelings.
- ◆ to use books which show non-stereotypical families in terms of gender role.

## Disability

- ◆ to ensure easy access to buildings
- ◆ to ensure easy access to play experiences
- ◆ to adapt play experiences appropriately
- ◆ to encourage participation and integration and respect

Multiculturalism and Equal Opportunities go hand-in hand as the children learn tolerance across a wide range of issues and experiences. This is an important part of pre-school education and is the building blocks for future development and experiences that will face them as they progress through the education system.

# 4. Childcare Policy and Practice

## 4.1. Welfare Policy



◆ From ‘cradle to grave’, Scottish legislation aims to protect and support all members of society. This includes all aspects that might affect an individual and/or their families. This would encompass the needs of the economy, social and health care and education. All of these are inter-linked and contribute to the overall welfare of the individual.

The following are **some** of the Acts and useful references, which are in place as part of an overall welfare policy in relation to the protection and development of the Child:

### The Children (Scotland) Act 1995

The Act puts children first. Each child has the right to:

- ◆ be treated as an individual;
- ◆ form and express views affecting him or her; and
- ◆ be protected from all forms of abuse, neglect or exploitation.

Parents and local authorities have rights and responsibilities in achieving the balance of care.

### The Human Rights Act 1998

The Act incorporates the European Convention on Human Rights into Scots and English law. Its purpose is to protect human rights and to maintain and promote ideals and values of a democratic society. These include:

- ◆ freedom of thought, conscience and religion;
- ◆ freedom of assembly and association
- ◆ freedom of expression
- ◆ the right to have respect fro private and family life; and
- ◆ the right to marry

### The Race Relations Act 1976

The Act makes racial discrimination illegal in employment, service delivery, training and other areas.

### The Race Relations (Amendment) Act 2000

The Act makes racial discrimination illegal in public activities that were not previously covered. It puts a general duty on public organisations to promote race equality.

## **Standards in Scotland Schools etc, Act 2000**

Local authorities are required to have regard to the guidance given in the act, which recognises the importance of delivery quality services for children and expects pre-school education not only to make a distinctive contribution but to link to the wider efforts to secure integrated services for children and families.

## **Policies**

### **Aiming for Excellence: modernising Social Work Services in Scotland 1999**

The proposals were set out to strengthen the protection of children and vulnerable adults and to make sure high quality services are provided. The Scottish Commission for the Regulation of Care is an independent regulator set up for this purpose.

### **Our National Health 2000**

The health plan aims to improve Scotland's health and close the health gap between rich and poor.

## **Other References**

### **A Curriculum Framework for Children 3-5**

#### **The Child at the Centre**

Scottish Executive Education Department, 2000. A good practice guide for all providers of care and education for 3-5 year olds.

### **A Manual of Good Practice in Special Educational Needs**

Scottish Office Education and Industry department, 1998. A manual of guidance to all those concerned with the education of children and young people with special educational needs. It includes advice for pre-school teachers.

### **Guidance on Teacher Involvement in Pre-School Education**

Issued by the Scottish Executive Education Department in January 2002, will in due course be subsumed within the statutory guidance offered to local authorities in the Standards in Scotland's Schools etc, 2000.

The following are key factors, which influence the welfare policy of children in Scotland.

- ◆ 'Meeting the Childcare Challenge - A Childcare Strategy for Scotland'.

This was introduced in 1998 and set out principles for childcare provision and practice, which stated that all childcare providers must work together in partnership. This network of care provision would then be able to work to the same guidelines, ensuring continuity and standardisation of practice throughout a variety of providers.

The Scottish Child Care Strategy is seen as a key influence in supporting families. Its aim is to ensure that good quality affordable childcare is available to meet the needs of all neighbourhoods.

### **Current Problems with Childcare in Scotland**

1. Working towards continuity of care across the spectrum takes time and co-ordination.
2. The cost of childcare remains high - the estimated cost of childcare for under 5 year olds is between £50/£180 per week. Families are still struggling to find childcare places.
3. 300,000 children in Scotland are under 5. There are approximately 300 formal childcare places for every 1,000 children under 5. Data for children of school age is not accurate but it is estimated that only one in 40 primary school children have access to out of school clubs. Four out of 5 non-working mothers say that they would return to work if there was appropriate childcare available to them.

### **What the Scottish Childcare Strategy will mean to Parents:**

- ◆ Parents will be able to go out to work and know that their children are being looked after by appropriately qualified childcare workers.
- ◆ All of the people who look after children will get the help that they require to do a good job
- ◆ Parents who would like to gain employment working with children will get the appropriate training.
- ◆ Parents who are either working or studying will be able to afford childcare and continue in their employment or with their studies.
- ◆ More childcare places will be available for younger children.
- ◆ There will be a greater number of out of school childcare places will be available for older children.
- ◆ Parents know where to go to get information and advice regarding obtaining childcare places.
- ◆ **'Sure Start - Scotland'**

This initiative was devised and is funded through the Scottish Executive. The aim of 'Sure Start' is to give children a better start. The focus is on the health and education of very young children and to assist in improving their circumstances. Identified health care workers target and support families who are in greatest need.

Sure Start Scotland has a specific remit which is to support financially projects

and initiatives which will directly benefit and support in local communities throughout Scotland.

**The following is an example of how Sure Start Scotland is improving services in Dundee.**

◆ The target group was children with learning disabilities and although the needs were fairly well defined there was a need to ensure that all were receiving the appropriate services. The key priority was to offer support at an earlier stage in life.

The Pre-School Home Visiting Service has been expanded and works with children between the ages of 0-5 and their parents in their own homes and within early years settings. The expertise of these staff members means that staff in nurseries, child and family centres, voluntary and private sector services can access specialist support and advice, which assists in the child with learning disabilities remaining in a mainstream placement.

There have been 20 additional places created for children with special educational needs in mainstream nurseries, which means that parents have a wider range of options available to them.

There is a considerable amount of work undertaken to ensure that the needs of the children are carefully assessed, so that they can be offered appropriate placements.

A multi-agency pre-school panel is now well established with representation from health, social work and education. This panel is working to develop effective inter-disciplinary referral and assessment procedures.

**The Establishment of the Sure Start Early Intervention Programmes.**

◆ Early Intervention programmes have been set up in 3 areas within Dundee where the integrated models are working to the benefit of the whole family. The integrated services include; education pre-school services, and social work child and family centres. Being located in the same area has provided an ideal opportunity to support the progress of children aged between 2-4 years. This ideal situation allows the services to be more communicative and to work closer together, to be able to share any concerns regarding a child or the family and to be able to intervene at the earliest opportunity to support and guide that child/family and to bring in other services/expertise to resolve the difficulties at the earliest opportunity. This type of service is vital to the development of the child and to the community as a whole. The service assists with parenting skills and is there to offer parents a contact if their situation becomes difficult. The service aims to assist in keeping families together, to avoid the possibility of the child going into care and to assist the child in the transition from pre-school to primary school.



Sure Start Scotland funding has also financed the deployment of 3 experienced nursery teachers and nursery nurses to form core early intervention teams within 3 integrated early years centres. These provide additional support to up to 60 children at any one time aged 2-4. A lot of thought gone into finding ways to support to children without highlighting or increasing their vulnerabilities as this could put these children at greater risk of being excluded. Effective means of support have been developed which are not over structured or teacher directed. In-service training for staff is focusing on issues such as when to withdraw a child for a one to one activity and when not to. The broad view is taken to be able to match the individual needs of the children, which may include language development, behaviour building relationships with other children and adults and supporting parental involvement.

## 4.2. General Goals of Family Policy

◆ The family is considered to be one of the most important aspects in relation to the development of the child. Pre-school education focuses on the involvement of the parents in the child's education, it is considered to be a partnership. Much of what has been written in the pack has related to the involvement of the family or guardian.

In Scotland, there are more child and family centres and early intervention programmes being introduced, which means that parents will be receiving the help that they require in relation to the bringing up of their children in helping build positive relationships. The ethos is if the child learns from an early age how to relate appropriately within the home to parents and siblings then the transition to relating to friends and staff in other settings will be easier for the child, and the learning experience will be more positive. It is however not only the children who may require extra assistance but the parents. Many children who have behavioural problems and social interaction problems are as a result of the home environment. Early intervention programmes have been designed to assist families who are experiencing problems within the family unit and with the help of professionals work with the family to try to resolve some of them.

Some of these professionals include:

- ◆ Child Psychologists
- ◆ Educational Psychologists
- ◆ Health Visitors
- ◆ Nursery Teachers

The crux of family policy is the inclusiveness of the family unit. This is reflected in all of the training material for childcare qualifications. The parent/guardian has an influence on what the child is learning and their views and any cultural differences are taken into consideration. Information relating to the child's progress is shared openly with parents/guardian.

The support for the family through Acts, policies and benefits are all contained throughout Section 4, and read in its entirety will give you a clear indication of the importance of the family in Scotland, and what services they are their families are entitled to.

### 4.3. Service Providers

◆ In relation to childcare provision there are a wide range settings in early years care. The following will give an insight on what each service offers to the parent/guardian and child.

#### Pre-school and Playgroups

◆ Here parents are encouraged to participate in the activities and some parents may be volunteers or be members of the management committee, although paid leaders are usually employed.



Most offer half day sessions but not necessarily available on a daily basis for children. Some will offer full days and they are often closed for the school holidays, although there are some, which cater for working parents and they will remain open.

Most children start at 3 years old, and funding is paid for up to 3 sessions per week including the snack. Children under 3 years of age will be admitted to some but the parent/guardian will have to pay. The approximate cost is £2.50 per session.

These providers are usually based in local community buildings, such as a community hall and these can be multi-purpose, so others will use the same facilities for another purpose.

#### Local Authority

##### ◆ Nursery Classes/Schools

The staff are qualified teachers and qualified assistants. The provision usually offers five half day sessions per week during term time.

If there are special family circumstances then a full time place may be provided.

These services may be provided within a primary school, but many are purpose built to meet the needs of nursery facilities.

Nurseries vary in the number of places on offer. This is largely dependent on

the building and the number of qualified staff employed and the needs of the local community. Some rural communities may only have 10 children whereas a city nursery may have a role of over 80.

The children start nursery between 3 to 4 years old. There are no charges for their education but there may be charges for any out of school club which meets in the same building.

#### ◆ **Other Local Authority Provision**

Local Authorities can also provide other pre-school services:

#### ◆ **Child and Family Centres**

These places can be provided to families as soon as the baby is born. It is designed for families who are in special circumstances and require extra help. It may be as a result of not coping through illness, depression, violence, child behavioural problems in fact any circumstance where the child may not be able to receive the best of its parent/guardian through family circumstances. These child and family centres are organised by Social Services and provide all of the facilities geared to the individual needs of the child and their family.

Full and part time places are available.

Some Child and Family Centres share premises and offer a joint service with Education Department nurseries and primary schools.

### **The Services that Child and Family Centres Offer**

- ◆ Package of support for families where:
  - children are in need of care and protection.
  - children have a disability or affected by the disability of a family member.
  - Children are looked after away from home

Such packages can include:

- group work for children and adults
  - individual and family work
  - respite care
  - practical support and information
- ◆ Support for families to help maintain contact when children and parents are separated from each other.

Child and Family Centres enable this to happen by providing an environment which is friendly, supportive and stress free.
  - ◆ Sessional care for children up to the age of 3 who can most benefit. Children can stay beyond the age of 3 if they are not quite ready for nursery school.
  - ◆ For school age children (5-12) who are considered to benefit the most can attend after school sessions offering either group or individual support.

- ◆ Parenting support and parent learning opportunities; adult and family learning programmes; practical skills groups.
- ◆ Feelgood groups for parents - using relaxation and alternative methods to promote feelings of physical and emotional well being and relieve feelings of stress, tension and anxiety.
- ◆ Play sessions for Parents and Toddlers and Parents and Babies together.
- ◆ Highly experienced and qualified workers who can utilise a range of skills and knowledge. These can include the use of video (e.g. video interaction guidance) and other ways to promote the development of good communication and encourage confidence and esteem building.

### ◆ Rural Nursery Provision

As well as providing nursery school or classes, some local authorities use the services of local registered childminders to offer part time places to 3 and 3 year olds where nursery provision is not available.

### Private

#### ◆ Nursery

They offer full or half day provision. They will be open during term time and stay

open all the year round and may provide an out of school club.

Children who are there full time receive at least one meal a day (or parents will be expected to provide a packed lunch). The children will also have snacks.

The nursery may take a child from the age of 3 months but this will be dependent on them having the appropriate staff to child ratios.

Free places for 3 to 4 year olds are available through the local childcare partnerships. Parents/ Guardians may choose to pay for extra weeks or for additional hours, but they cannot be asked to do this on the condition of a free place.

#### ◆ Day Nurseries

They may be run by, community groups, commercial companies or workplaces.

They usually offer day care from 8 am until 6 pm and some may offer longer hours.

There are some who offer part time places. They are open all year, except possibly for 4 days over the festive period. There will be one adult for every 6 children aged from 3 to 5 years of age.

There will be at least one meal provided per day for children who are attending full time (or parents are expected to provide a packed lunch). They will also have snacks.

They may take babies from 3 months, providing they are registered for this age group and have the appropriate staff ratios. Children from 2 up to 5 years old will be in small groups, possible mixed ages.

Parents can be expected to pay for private day nurseries, and there will be a charge for extra childcare hours or for school holidays.

### **Other Types of Early Years Settings**

◆ **Creche - can be located in a shop, leisure centre, college, exhibition centre, university or workplace**

Children can take part in a range of activities and no 2 days are the same. The activities include games on a soft play area, creative activities, reading and telling stories, and possibly holding discos and parties.

The age group to use these facilities range from 2 to 8 years of age although some may take babies and children younger than 2 years of age.

The general length of time the children stay is a maximum of 2 and a half hours.

The ages and number of children accepted at any one time depends on the current legal ratio requirements. Registration influences the length of time that a child can stay, ie some may be registered for part or full time. Each of the Creches

are registered with the Local Authority and inspected on a yearly basis.

No meals are provided. The charges are set at either hourly or half hourly rates.

### **Registered Childminders**

#### ◆ **Indoor activities**

Will include - reading story books and factual books with pictures, playing with a range of toys, cutting out, sticking, drawing, writing and painting. They will also take part in some domestic activities, for example, assisting in preparing meals.

#### ◆ **Outdoor activities**

Will include - playing on slides, climbing frames, riding a bike in the garden or helping with the shopping.

Childminders will offer day care from 8 am until 6 pm, but many are prepared to work outside of these hours to accommodate parents' needs, including taking and collecting children from pre-schools, nurseries or schools.

They are generally open all year, except for a week or two during the summer holidays and at Christmas.

The age group can be from birth to over 10 years of age.

There are usually a maximum of three children under 5 years and 3 children between 5 and 10 years (or older), including the childminders own children.

The premises must meet local authority standards for space and safety under the provisions of The Children Act 1989.

Children who are in this setting full time receive at least one meal per day. They will have snacks.

In some areas, free places are made available with local childminders through a variety of Childcare Partnership schemes, such as provision of part time places for 3 and 4 years olds in rural areas where nursery provision is limited. Childminders may also be involved in crises care for family emergencies through social services departments.

## **Play Provision**

### ◆ **Adventure playgrounds**

This facility is available after school and during the holidays. The children can come and go as they please but they will be required to sign in. Contact details are kept on each child so that staff can contact parents should there be an emergency.

Adventure playgrounds have a wide variety of outdoor equipment for the children to play on ranging from railway sleepers to oil drums which have been designed to offer interesting aspects to free play. The indoor space is to allow children to express themselves in a more creative way. Free play is a key part of this experience, although there is a wide range of programmed activities.

There is a daily charge for this service.

### ◆ **After School Club/Out of School Facilities**

This is designed to assist working parents. The children can go to the club either before or after school. After school the children will be picked up and taken there, or some may make their own way, depending on the location. Many offer a full time service during the school holidays.

Some provisions will offer meal facilities, but most provide a snack.

There are a wide range of activities available in which the children can either choose to join in or not. There are opportunities for free play and for older children there are facilities available for them to do their homework if they choose to. Children will stay until they are picked up by their parents.

There is a daily charge for this service.

### ◆ **Holiday Playscheme**

As the title suggests this is for children who require supervision during the school holidays. These places are generally booked well in advance owing to the demand. The child is expected to stay until they are picked up by the parent/guardian.

Activities include cooperative games, outdoor activities, outings, craft activities and opportunities for free play.

There is a daily charge for use of these facilities.

## ◆ Breakfast Clubs

These are often run on school premises and allow the children to have breakfast before their classes begin. Studies have shown that children who normally did not eat breakfast performed less well than those who had breakfast prior to coming to school. The studies also showed that once those who never ate breakfast started to their performance at school improved.

There is normally a daily charge for this service, unless it is being provided by the local authority.

## ◆ Playbus

This is a mobile play project. The bus travels to areas of identified need, eg rural areas, housing estates with few facilities, isolated travellers sites, and they organise activities for children, young people and families who choose to come aboard. Provision offered - under 5 year old activities, after school activities and holiday sessions. Activities will be provided to suit the children and families. Some give advice information and training to parents and carers.

## ◆ Local Authority Play Provision

These cover a wide range of activities and can be designed to suit different age groups. The following are some of the activities that they would offer based in community centres, sports centres etc:

- ◆ arts clubs
- ◆ dance clubs
- ◆ drama groups
- ◆ gymnastics
- ◆ soft play
- ◆ crafts
- ◆ painting

## ◆ Commercial Play Centres

These provide open access play provision for children under 12 year olds for a specified period of time - usually one to two hours. The play provided is usually supervised on soft play and activity equipment, parental/guardian supervision is essential for young children. Some of these are linked to leisure facilities, others are independent, some are attached to travel inns. Charges are made for these services.

**All settings which work with children under the age of eight are required to follow the regulations laid down in the Children (Scotland) Act, 1995.**

## 4.4. Structure of Childcare Services

◆ The following lays out how childcare is structured in Scotland. Childcare encompasses three distinct areas of responsibility. This is viewing an holistic approach the overall welfare of the child.

All of these services require to be in place to be able to offer the care that each family has a right to.

We will look at how each of the professional within the structures work together to the betterment of the child and the family.

### Social Service Professionals

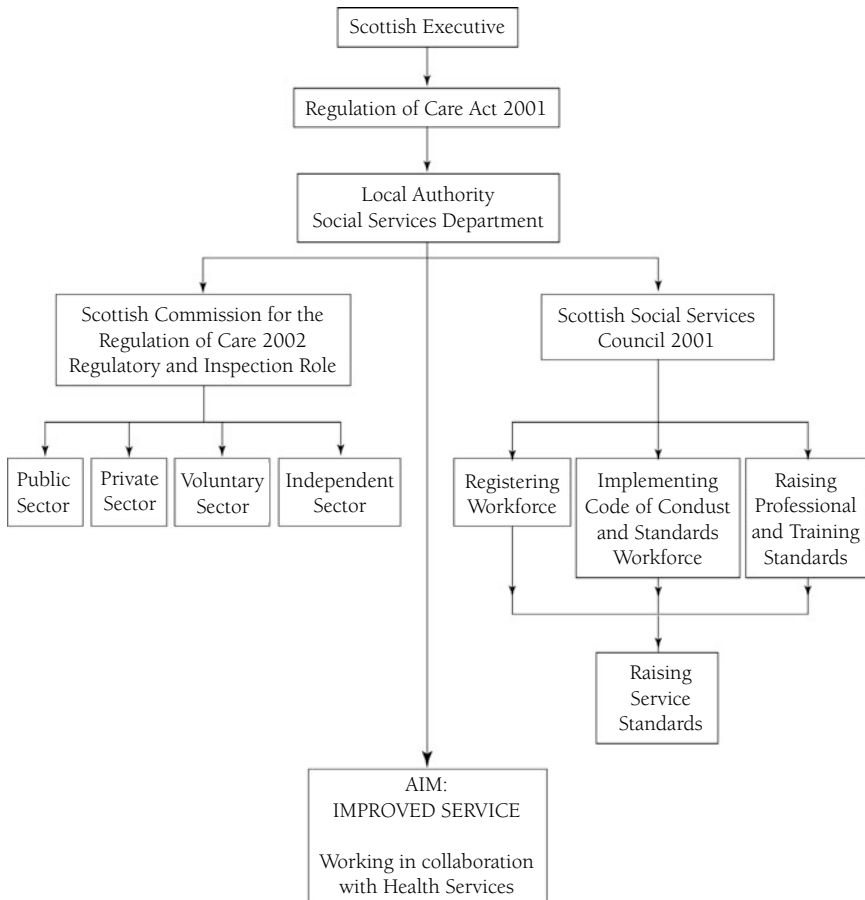


Figure 1 - Changes in Social Services in Scotland



Social workers may be based in local hospitals or in area offices. They may advise on the availability of all services in the area: health, education, welfare benefits or care, or they may put families in touch with appropriate agencies. They may advocate on behalf of disabled children, for example enabling them to obtain the services to which they are entitled.

Specialist Social Workers and Technical Officers may have additional training and experience to work with those with particular conditions or impairments.

Nursery Officers will work in nurseries and family centres and may also visit families at home to liaise between home and nursery.

Family Aids will provide practical support for families in their own home. The helpers may be involved in domestic duties, childcare and other family needs.

Residential Childcare Officers may work in long or short stay residential accommodation for disabled children.

### Health Service Professionals

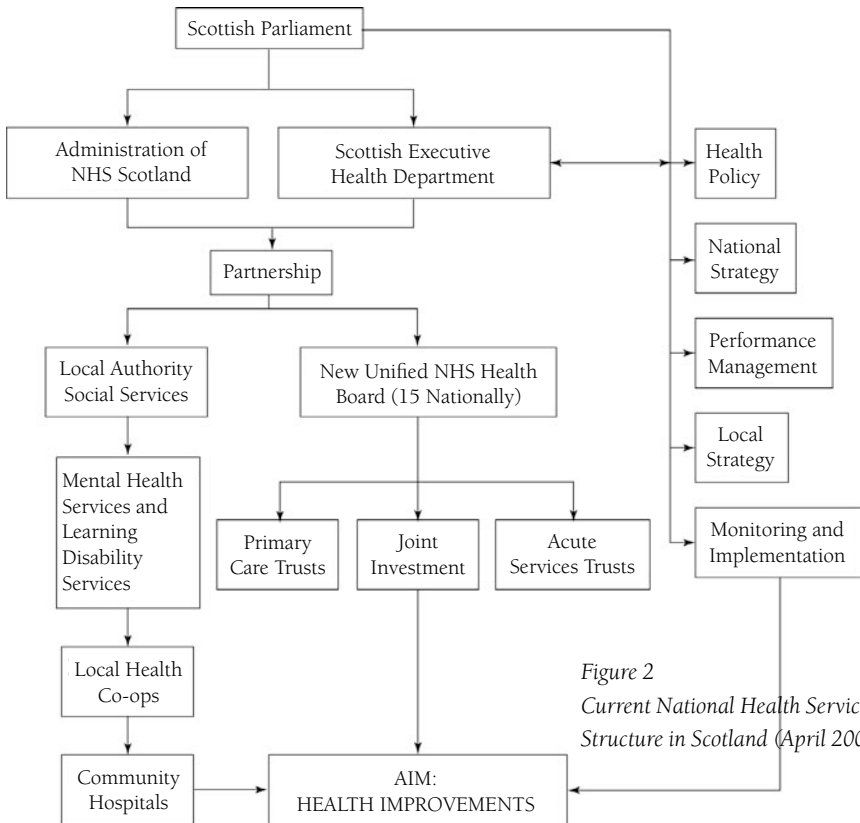


Figure 2  
Current National Health Service  
Structure in Scotland (April 2000)

**Paediatricians** specialise in the diagnosis and medical care of children.

**Health Visitors** visit children up to the age of 5 years old. They work in the community and usually undertake the routine developmental checks. The health visitor is often the health care professional most closely involved with the family at home. They are able to provide a link to, and between other professional and services.

**Occupational Therapists** seek to encourage independent life skills. They assist with children who have learning difficulties and may require specialist assistance ie with fine motor skills. They can advise on any specialist equipment which may help the child.

**Speech Therapists** seek to develop all aspects of children's expressive and receptive communication and language skills and language development. As well as assessing speech, they also assess tongue and mouth movements. Speech therapists will work out programmes of activities and exercises to help children to acquire language, understand concepts and use speech. Parents or carers may be involved in carrying these programmes out. Speech therapists may be based in schools, hospital clinics or in the community.

**Clinical Psychologists** are mainly concerned with children's emotional, social and intellectual development. Their assessment for children covers all aspects of their circumstances. They will have discussions with their families and other carers as well as making direct observations of the children's behaviour.

**Play Therapists** use play to help children cope with particular feelings or experiences that may be hindering their development.

**Play Workers** are usually trained nursery nurses, employed in some hospitals to play with children, both those visiting clinics and those that have been admitted to hospital wards.

## Education Service Professionals

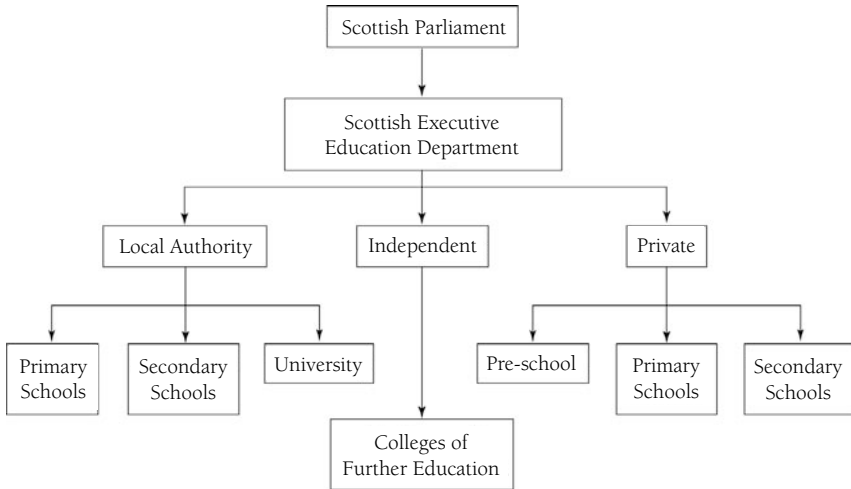


Figure 3  
*Structure of Education Services in Scotland*

**Educational Psychologists** advise the local education authority about the education of individual children. They will be involved in educational assessment, including the assessment for the statement of special educational needs.

## 4.5. Benefits for Families

### 1. Maternity and Paternity Leave

◆ An expectant mother may start her maternity leave no earlier than 11 weeks and no later than 15 weeks before the calculated time of birth. Every expectant woman is eligible to ordinary maternity leave which is equal to 18 weeks. In

addition leave up to a total of 40 weeks can be taken but is not always possible. In theory this works out as 11 weeks before the birth and 29 weeks after, to make up the 40 weeks.

From April 2003, fathers are eligible to receive 2 weeks paid paternity leave. Currently, owing to the flexibility of holiday dates offered by employers, fathers tend to arrange their holidays accordingly instead of taking paternity leave.

## 2. Maternity and Paternity Allowance

### ◆ Benefits for mothers

If an expectant mother earns the equivalent of the 'Lower Earning Limit (LEL = £75), they are entitled to receive 6 weeks x 9/10 of normal salary and 12 weeks of Statutory Maternity Pay level, which is equal to £75 per week. Many organisations would 'top this up' with 'Occupational Maternity Pay'.

Normal Maternity Support is 12 weeks at 1/2 pay plus Statutory Maternity Pay.

From April 2003, is increasing maternity benefits so that the mother can receive 6 months paid and 6 months unpaid maternity leave. The mothers must return to work for at least 3 months or have to pay a proportion or all of the Occupational Maternity payments. Employers can reclaim 92% of Statutory Maternity Payments.

### ◆ Benefits for Fathers

From April 2003, fathers received the same rate of Statutory maternity Pay (£75 per week). This may be topped up with Occupational Paternity Pay.

## 3. Paternal Leave and Parental Allowance

◆ This is currently unpaid and can be requested for a period of up to 13 weeks for any child in the family aged under 5 years. Parental leave has proven not to be popular in Scotland to date.

## 4. Working Families Tax Credit

◆ The Working Families Tax Credit (WFTC) allows families on low to middle incomes to hold onto more of their earnings. It can also help parents with the cost of childcare.

Families receiving WFTC can claim entitlement as soon as the child is born or joins the household. Families may also receive extra support to reflect a drop in income if a mother chooses to stay at home to look after her baby.

Mothers may also be eligible for the WFTC while receiving Maternity Allowance or Statutory Maternity Pay.

Families with one child will receive up to £94.50 while families with 2 or more children may be entitled to £140 per week as long as they are paying for eligible childcare.

### Eligibility includes:

- ◆ be on maternity leave or working for 16 hours a week or more.
- ◆ be responsible for at least one child under the age of 16 (or a young person who is aged between 16 and 19 who is in full time education and who lives with you as member of your family.
- ◆ have less than £8,000 in savings.
- ◆ be resident in the UK

## 5. Family Allowance

◆ Family allowance is given to households who have children up to the age of 16, or is aged under 19 and studying in full time education, or is under 18 and has registered for work, or training with the careers service.

With one child in the household with 2 parents the payment is £15.75 per week. For lone parent families the payment is £17.55 per week. For each additional child there is a payment of £10.55.

There are other benefits which are relevant to families but depend on circumstances. Some of these are:

- ◆ Child Support maintenance
- ◆ Disability Allowance
- ◆ One off payment for furniture and essential equipment
- ◆ Milk tokens
- ◆ Free School Meals

# 5. The Professional Childcare Worker

## 5.1. Occupational Profiles

◆ There are a wide range of occupations available to those working in early education, childcare and play. For some there is the need for specific qualifications. Others require no formal qualifications, however, employers will generally look for qualified staff. Below are a range of qualifications relating to childcare:

### **Childminder**

They usually work in their own home and with children under the age of 8 years old. The number of children that can be looked after at any one time is set by the local authority. Although no formal qualifications are required the childminder is required to go through a short training programme and to be registered by the Care Commission.

Childminders may also look after older children, particularly after school.

### **Nanny**

Nannies care for children in the home of the child. In some cases the nanny will live with the family, (these nannies are sometimes known as 'au pairs'). Many nannies register with agencies to find and employment and the majority of these agencies require that the nanny hold the relevant qualifications.

### **Creche Worker**

May be attached to a variety of settings that have attached crèches. Many crèches prefer that their crèche workers are qualified.

### **Play Leader**

Play Leaders are employed in playgroups, out of school childcare settings, community centres, hospital playgroups, and clubs. The job requires the play leader to plan appropriate learning opportunities for the children at the centre. A play leader will generally require to be qualified and have experience of working with children.

### **Nursery Nurses**

Nursery nurses work in a variety of different settings, such as, local authority nursery schools, private day nurseries, voluntary sector nurseries, child and family centres, community nurseries, Gaelic-medium nurseries and hospital nurseries. Nursery nurses may also work in primary schools supporting the work of teachers. Nursery nurses must hold specific qualifications and many are also required to be registered with the Scottish Childcare and Education Board.

## **Nursery Assistant**

Nursery assistants tend to work in the same settings as nursery nurses, but in a more junior role. There is no national qualification for this job, but to gain this position many employers will look for some related qualification.

The following diagram helps to offer a clearer understanding of the qualifications and the educational progression routes for childcare and education.

## **Out of School Care Workers**

Out-of-school-care-assistants work in breakfast clubs, after-school clubs and holiday play schemes. This provision tends to take place on school premises. No formal qualifications are required.

## **Classroom Assistant**

This group of workers are based in primary schools and their remit is to assist teachers in the classroom. Those working in this field will undertake a Professional Development Award.

## **Special Needs Assistants**

This group of workers may also be called Special Needs Auxiliaries or Support for Learning Assistants. They work in primary schools and give particular help to children with special educational needs. New qualifications have been devised for this group of workers and they would be expected to complete the qualification.

To gain a greater understanding of the qualifications that the students undertake, please refer to Section 7, 'Education System in Scotland'.

## 5.2. Job Descriptions

◆ The following are a variety of typical job opportunities available in the field of childcare.

VACANCY REF:  
CLOSING DATE:

### **JOB DESCRIPTION - SOCIAL WORK DEPARTMENT IDENTIFICATION**

Post Title: Assistant Centre Worker Post Ref:  
Section: Children & Families  
Grade: SCP 12-18  
Responsible to: Centre Worker  
Responsible for:

### **JOB PURPOSE**

To assume responsibility for the organisation and provision of high quality care and education services which meet the social, emotional, physical and cognitive development for children age 0-12 within a group setting and on an individual basis, as appropriate. Services should be developed in partnership with parents and may involve providing support and consultation to others working with children.

### **PRINCIPAL WORKING CONTACTS**

Service Manager, Centre Manager, Centre Workers, Care and Assessment Teams, Health Visitors and Children's Hearings.

### **MAIN DUTIES**

1. To plan, organise and provide resources and activities to meet the developmental needs of children 0-12.
2. To contribute to a team approach to the provision of high quality services for children.
3. To contribute to the identification of Assistant Centre Workers training needs and contribute to the organisation and provision of training.
4. To attend and participate in team development, training, staff meetings, supervision sessions, parents' meetings, case conferences and reviews as appropriate, and to implement agreed decision.
5. To ensure that services are non-discriminatory with respect to gender, race, ethnicity and disability.
6. To provide supportive services to children and families in need as defined by the Children (Scotland) Act 1995.
7. To provide a range of opportunities to encourage and facilitate parental involvement in the planning and provision of child care services.



8. To ensure that the frequent exchange of information takes place between parents and staff concerning each child's development, welfare and progress.
9. To contribute to an environment within the centre which is welcoming and which facilitates the delivery of services.
10. To liaise with other agencies as appropriate.
11. To contribute towards the provision of support and training to the other local services for young children, for example childminders, playgroups.
12. To be competent in the implementation of child care legislation and child protection procedures.
13. To contribute towards the formulation of objectives for the centre within the terms of Departmental policy.
14. To contribute towards services evaluation.
15. To keep appropriate records.
16. To prepare reports as required.
17. To ensure a high standard of professional practice and performance.
18. To be part of the Centre Team that will deputise for the Centre Worker in his/her absence.
19. To assist in ensuring compliance with Departmental policies on health and safety.

## OTHER DUTIES

This job description is a broad picture of the post at the date of preparation. It is not an exhaustive list of all possible duties and it is recognised that jobs change and evolve over time. Consequently, this is not a contractual document and the post-holder will be required to carry out any other duties to the equivalent level that are necessary to fulfil the purpose of the job.

Date prepared: 21 July 2002

Authorised:

If you have any queries regarding this vacancy, please contact:

**Name:** Marie McArthur  
**Department:** Social Work Department  
**Tel. No:** 01234 567890

## **JOB DESCRIPTION - EDUCATION DEPARTMENT IDENTIFICATION**

Post Title: Nursery Nurse  
Section: Nursery Schools  
Responsible to: Head Teacher/Nursery Teacher  
Responsible for:

Post Ref.:  
Grade: NNUR

## **JOB PURPOSE**

To work with a group of pre-school age children, assistant teaching staff in developing the childrens' social, intellectual, language, numerical and manipulative skills and in providing a caring and stimulating atmosphere conducive to development.

## **PRINCIPAL WORKING CONTACTS**

Children, Head teacher, teaching staff

## **MAIN DUTIES**

1. Assist teaching staff in the development of the childrens' social, intellectual, language, numerical and manipulative skills through involvement with and supervision of children in the use of appropriate play materials, eg books, musical instruments and other educational materials.
2. Assist teaching staff in the planning and recording of each child's intellectual and social progress.
3. Supervise and, as necessary, assist children with toileting, dressing and feeding.
4. Care for sick children, administer first aid in the case of minor injury, escort children home, or to hospital in the event of more serious injury and contact parents, as required.
5. Be aware of children with special needs and/or chronic medical conditions, eg diabetes, asthma and, under the direction of teaching staff, ensure prescribed levels of care are maintained, including administering medication, as appropriate.
6. Through routine involvement with the childrens' emotional and physical development, identify and refer any suspected case of child abuse/neglect to the Head Teacher.
7. Participate in school outings, activities and staff meetings.
8. Liaise with parents and professions, eg Social Workers, Health Visitors, etc, as directed by the Head Teacher.
9. Ensure that safety standards and procedures are maintained, eg familiarisation with fire drill and evacuation procedures.

## OTHER DUTIES

This job description is a broad picture of the post at the date of preparation. It is not an exhaustive list of all possible duties and it is recognised that jobs change and evolve over time. Consequently, this is not a contractual document and the post-holder will be required to carry out any other duties to the equivalent level that are necessary to fulfil the purpose of the job.

Date prepared: 15 April 2001

Authorised:

If you have any queries regarding this vacancy, please contact:

**Name:** John Russell  
**Department:** Education Department  
**Tel. No:** 01234 789056

Job Title: Primary School Assistant

Department: Education

Grade: GS 1/2

Responsible To: Head Teacher

### **5.2.1 Main Outline of Duties**

#### **1. General**

- a) Supervision of pupils during school breaks including lunch times.
- b) Collation and organisation of work sheets and other classroom materials.
- c) Preparation of wall displays.
- d) Cataloguing of classroom resources.
- e) Collection of money for lunches, school trips etc.
- f) Supervision of pupils working on computers.
- g) Escorting groups of children about the school.
- h) Assisting in the supervision of school trips.

#### **2. Team Based**

(Note: the undernoted duties will require close collaborative working with a classroom teacher (or teachers), with detailed guidance provided by the teacher(s)).

- a) Listening to children reading.
- b) Assisting with structured play.
- c) Assisting with practical classroom activities.
- d) Assisting in the management of troubled and troublesome behaviour.

**This list is not exhaustive and the post-holder will be required to undertake other duties as required.**

## 5.3. Guidelines for Best Practice

◆ 'Best Practice' is viewed as being vitally important to all professions associated with social, health and childcare.

Many developments that have been discussed in this pack are related to improving practice within childcare, especially in relation to the development of the Care Commission, the studies that have been carried in order to identify the most significant needs of the child and family. 'The Curriculum Framework, 3-5', recognised the importance of having a focused approach to the continued development of the child and which will continue throughout their lives in 'Life Long Learning'.

New qualifications have been developed, which are significantly important as it is no longer acceptable for a childcare worker to be unqualified, even if they are only basic qualifications.

Recent government developments have focused on scrutinising even more thoroughly on the appropriateness of those people working with children. Currently all those working in the area of social, health and childcare are required to undergo a criminal record check before being able to either undertake a course of study or be employed in these fields. Proposals are currently being looked at which would take these measures further. An individual may not have a criminal record, but should there be information

which has been corroborated which suggests that they would not be fit to work within the professions then they may be prevented from doing so.

'Best Practice' is an ongoing development and involves all of those working within the profession. It requires staff to ensure that they keep updated with new initiatives and practices, that additional qualifications and training days are undertaken and that the ethos of the profession and its progression is adopted as an integral part of the workforce.

# 6. The Developments in Childcare

## 6.1. The Past

◆ Historically, childcare in Scotland was primarily carried out by the family. There were fewer women who worked and those who did relied on extended family to care for the children. This pattern was considered to be the norm, with the result there were few local authority of private childcare places available. Post war, more women took advantage of the work opportunities that they enjoyed during the war period. As advances and expansion were occurring in the retail trade and commercial organisations there were a greater number of positions for women. These developments occurred more rapidly than the growth of childcare facilities. These women still relied heavily on other family members to care for their children.

Over time, with the disintegration of the extended family as the norm, occurring as families moved to find work in other towns and cities, obtaining childcare facilities became more problematic for families.

The growth of private nurseries grew as a result of the need for working parents to have childcare as well as the small number, by comparison, of local authority establishments and places.

In recent years there have been great strides in childcare provision, and a recognition that there are many different

organisations and staff who can provide suitable care for children.

The following is a brief synopsis of the first Nursery to open in Dundee:

The first nursery school was opened, by a teacher and a group of volunteers, in Dundee in 1920, in the wing of a 'Poorhouse'. It was run on a voluntary basis and catered for the children who lived in slums. Importance was placed on cleanliness and nutrition as many of the children had rickets.

The nursery also gave advice to parents on how to bring routine into the child's life and to try to instil in the child a sense of responsibility.

They produced a curriculum for the children and adhered closely to the theory of Montessori. The curriculum included the following:

- ◆ Nature
- ◆ Religious education
- ◆ English and language through books
- ◆ Geography
- ◆ Music
- ◆ Number work
- ◆ Handiwork
- ◆ Drawing
- ◆ Sandwork

**The following is an example of a week's menu at the nursery:**

Monday -	Lentil soup Rice pudding
Tuesday -	Bean and Potato Soup Ground Rice and Stewed Fruit (Apples, Rhubarb, etc)
Wednesday -	Broth Semolina pudding
Thursday -	Potato and Milk Soup Suet Pudding
Friday -	Pea Soup Rice and Stewed Fruit

All of the meals were taken out of doors in the summertime.

**The following is an example of what happened on a typical day in the nursery:**

8.00-9.30 am -	Bathing etc
9.00-10.30 am -	Breakfast. Dish-washing by the children. 'Free' play in the garden.
10.30-11.30am -	Work with Montessori apparatus.
11.30-12.00 noon	Lunch
12.30-2.30 pm -	Sleep
2.30-3.15 pm -	Children wakened, washed, beds put away. Clay modelling, drawing, etc.
3.15-4.00 pm -	Games, stories, 'free' play
4.00-4.30 pm -	Tea
4.30 pm -	Children begin to go home at 4.30 pm. Some wait until 6 pm.

## 6.2. The Plans for the Future

◆ The government in Scotland is committed to the improvement of education for all ages.

'The Child at the Centre' is the tool that will be used that will be used to improve the services that are being offered. 'The Child at the Centre' will assist staff in all types of centres to examine how well they are performing, and how they can do better.

The Early Education and Childcare Division of the Scottish Executive have introduced the process of self-evaluation as a part of ongoing analysis into the profession. Self-evaluation is a process which helps childcare workers to judge the quality of childcare and education in the centre they work in. Everyone who works in the centre will participate in this process allowing positive contributions to be made by all. The self evaluation process will be led by the head of the centre or manager, committee or management group depending on the type of organisation. All staff do work together to identify strengths and weaknesses and to consider ways in which the service can be improved and developed.

Her Majesty's Inspectorate (HMI) will also evaluate and monitor the performance and quality of all institutions which are in partnership with local authorities to deliver pre-school education. HMI also inspect local authorities'

own nursery schools and classes and other forms of provision offering pre-school education. The HMI are therefore responsible for external evaluation of pre-school organisations.

Self-evaluation is measured against a set of performance indicators and are graded on a scale of 1-4.

The 4 levels are:

- |                  |                                  |
|------------------|----------------------------------|
| 4 very good      | - major strengths                |
| 3 good           | - more strengths than weaknesses |
| 2 fair           | - some important weaknesses      |
| 1 unsatisfactory | - major weaknesses               |

See Appendix V for an example of the performance indicators and the grading.

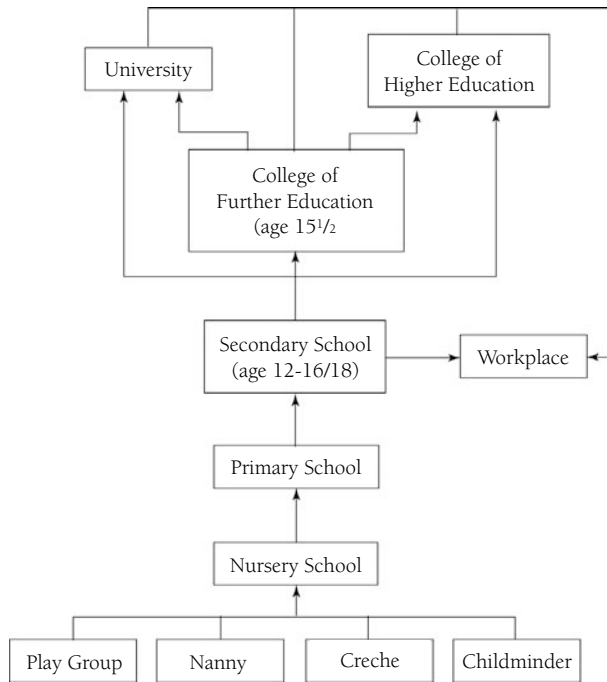
The 'Child at the Centre' will be used as a major tool to ensure that child care provision is appropriate for those receiving it. It allows for changes to be incorporated into this system of evaluation, as the process is fluid and as evaluation is carried out on a regular basis it should indicate ongoing development and improvement.

The above is obviously a brief synopsis of self-evaluation in early years care and education, the document contains much more detailed information.



# 7. Education and Childcare Training

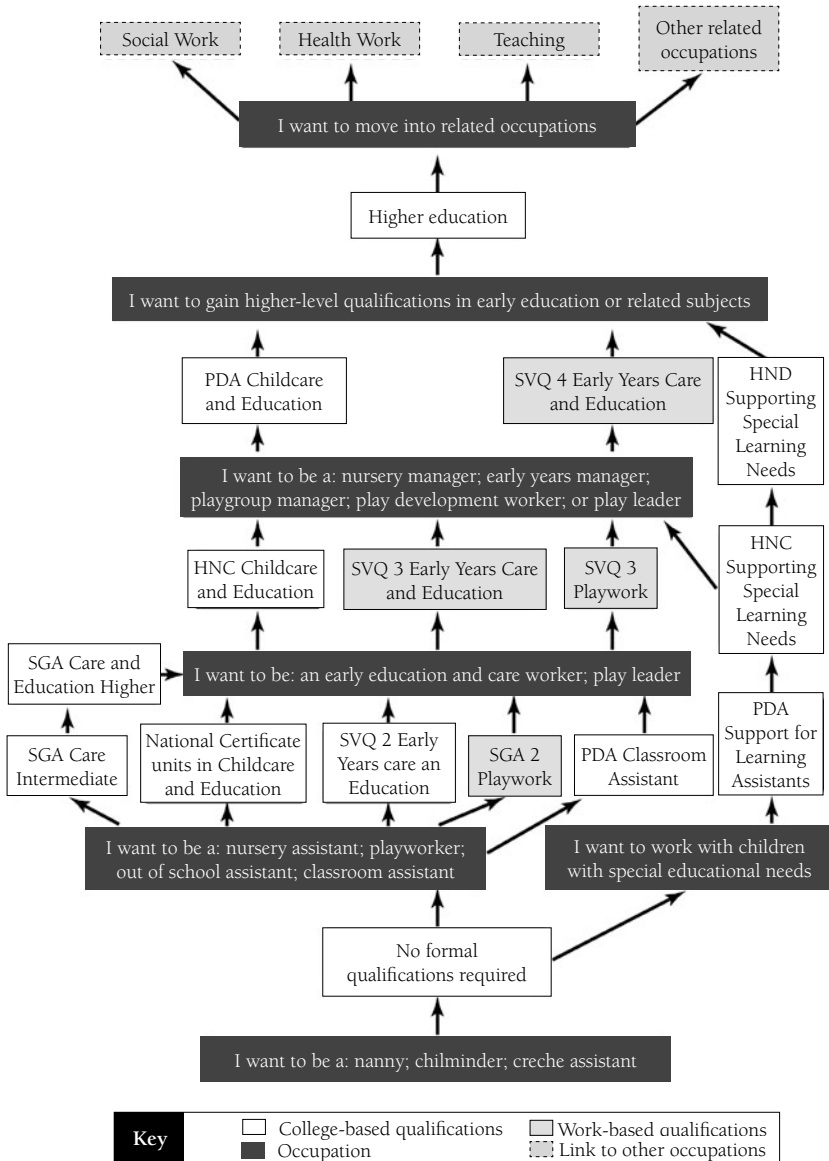
◆ The following diagram depicts the education system in Scotland.



*The Education System in Scotland*

- ◆ The following table gives a clear view of the qualifications and paths available for those wishing to undertake a career in childcare.

## Chilcare qualifications



National Care Standards, The Scottish Executive, 2002.

# 7.1. Practical Nurse/Child Care Attendant's Curriculum

## 7.1.1. Childcare Assistants SGA Intermediate 2 (Care)

◆ This course is designed for those students who wish to become an assistant child care worker.

The students would undertake the following subjects:

- ◆ Communication
- ◆ Information Technology
- ◆ Numeracy
- ◆ Problem Solving
- ◆ Working with Others
- ◆ Human Development
- ◆ Care Issues for Society
- ◆ Accident and Emergency Procedures
- ◆ Social Influences on behaviour
- ◆ Play
- ◆ Parenting Today
- ◆ Child Protection
- ◆ Family Issues

The students will be required to undertake a work placement.

## 7.1.2. HNC Childcare and Education

◆ This qualification will lead students into careers as nursery nurses.

The students will undertake the following subjects:

- ◆ Family Issues
- ◆ Child protection
- ◆ How Children Learn and Develop
- ◆ Curriculum Approaches in Child-care and Education
- ◆ Provision of Special Services for Children
- ◆ Assessment Approaches in Child care and Education
- ◆ Work Experience

## 7.1.3. SVQ Early Years care and Education (Level 2 and 3)

This course is designed for those currently working in childcare settings but who are unqualified. These students must be between 16 and 19 years of age. The students will undertake \*mandatory units and \*optional units.

The following are a range of the units that the students can study.

#### 7.1.4. **Units for BA Early Childhood Studies**

◆ The student can select from a range of units, which will allow them to progress onto the BA Degree Early Childhood Studies at University.

The following are some of the units, which the student will undertake:

- ◆ Accreditation Unit
- ◆ Personal and Social Development 1
- ◆ Personal and Social development 2
- ◆ Synoptic Unit
- ◆ Care and Health of Young Children

#### 7.1.5. **PDA Certificate: Child Care and Education (Part time - evening)**

◆ This unit is designed as a professional development qualification and is aimed at those who are already qualified, to enhance their practice and to increase their knowledge and skills.

The following units will be undertaken:

- ◆ Effective Leadership in Child care and Education
- ◆ European Perspectives in Child Care and Education
- ◆ Professional Study in Child Care and Education
- ◆ Promotion of Language and Literacy in Child Care and Education
- ◆ Quality Issues in Child care and Education

## 8. Bibliography

The Scottish Executive, 2002. The national Care Standards

The Scottish Executive, Early Years National training Organisation, 2000. Making Choices - An orientation for people considering working in early years and education and play-work.

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Fife Council Social Work Department, Registration Guidelines and Quality Standards for Childminders in Fife.

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The Scottish Executive, 2000. Regulation of Early Education and Childcare.

National Children's Homes, 2003. Facts and figures about Scotland's Children. Chapel Press.

Effective Leadership in Childcare and Education, 2000. Dundee College

Curriculum Approaches in Childcare and Education, 2001. Dundee College.

# Web Site Addresses

[www.Itscotland.com/curriculum/earlyyears.asp](http://www.Itscotland.com/curriculum/earlyyears.asp)

## **Health and Social Care web sites**

[www.hebs.NHS.uk](http://www.hebs.NHS.uk) - Health Education Board for Scotland

[www.sosig.ac.uk](http://www.sosig.ac.uk) - Social Science Information Gateway

[www.bma.org.uk](http://www.bma.org.uk) - British Medical Association web site (articles)

## **General web sites**

[www.bbc.co.uk/health](http://www.bbc.co.uk/health)

[www.biome.ac.uk](http://www.biome.ac.uk)

## **Government/Legislation web sites**

[www.audit-scotland.giv.uk/search/ndx/01hl3ag.htm](http://www.audit-scotland.giv.uk/search/ndx/01hl3ag.htm)

[www.scotland.gov.uk](http://www.scotland.gov.uk)

[www.ukonline.gov.uk](http://www.ukonline.gov.uk)

[www.legislation.hmsso.uk](http://www.legislation.hmsso.uk)

[www.open.gov.uk](http://www.open.gov.uk)

[www.scottish.parliament.uk](http://www.scottish.parliament.uk)

[www.doh.gov.uk](http://www.doh.gov.uk)

## **Statistics**

[www.statistics.gov.uk/themes/health-care](http://www.statistics.gov.uk/themes/health-care)

[www.scotland.gov.uk/stats](http://www.scotland.gov.uk/stats)

[www.scot.nhs.uk/isd/health-topics.htm](http://www.scot.nhs.uk/isd/health-topics.htm)

[www.gov.uk/stats/sss/sss.00.asp](http://www.gov.uk/stats/sss/sss.00.asp)

# 9. Appendices

## 9.1. Appendix I

Weekly Learning Plan		<b>Date:</b>	
		<b>Resources Used</b>	
<b>Emotional, Personal and Social</b>	Perseverance in tasks which present difficulty at first. Care for environment and people in the community.	Puzzles Games Sand tray Water tray Plants and fish	Harder puzzles tried and perseverance shown. Good concentration during games. Water plants, care of Speedy.
<b>Communication and Language</b>	Use talk during role play to retell story/rhyme – listen to, and respond to, sounds and rhythms of words in stories and songs.	Puppets/theatre stories. Rhymes/action songs. Videos. Story tapes.	Lots of time spent with puppets acting out variety of situations. Good language.
<b>Knowledge and Understanding of the World</b>	Recognise patterns, shapes and colours in the world around them. Recognise familiar shapes during play experiences.	Compare beans Dinosaurs Natural sorting Media Tissue shape collage	Enjoyed sorting activities, especially natural media M + k. Good knowledge of shape and colour.
<b>Expressive and Aesthetic</b>	Listen to, and respond to, sounds, rhythms, songs and a variety of musical styles. Purposeful use of instruments.	Musical instruments Music tapes Radio	Children enjoyed variety of music style especially pop music. Good use of instruments.
<b>Physical Development and Movement</b>	Express ideas, and feelings, and respond to music and imaginative ideas in rhythmic and expressive movement.	Variety of music styles Musical instruments Music and movement	Lots of expressive movement during sessions to fast, loud, music and slow, quiet, music.

## 9.2. Appendix II

Evaluation of Week and Future Planning		
	Future Planning	
<b>EPS</b>	<p>This weeks main focus was Doctor's Surgery in role play area. This proved extremely popular with all children spending time playing in this area.</p> <p>Excellent role play observed.</p>	<p>Ask our doctor parents for props to add to area – bandages, leaflets...</p> <p>Arrange for doctor parent to visit the children in nursery to do a talk.</p>
<b>C&amp;L</b>	<p>Had in-depth discussions with K about skeleton poster – naming bones in body. Very inquisitive, pointed out bones in her body.</p> <p>Story and songs enjoyed by all.</p>	<p>Find X-rays to show children, real ones or pictures in a book to show children what bones look like.</p> <p>Continue to develop discussion times with children.</p>
<b>K&amp;U</b>	<p>Children are being very aware of good health and hygiene – regards to diet and exercise. Good memory recall shown and understanding of properties, hard/soft, rough/smooth.</p>	<p>Bring healthy eating to snack time. Allow children to taste lots of foods.</p> <p>Importance of eating a wide variety of foods in diet.</p>
<b>PD&amp;M</b>	<p>Outdoor play was enjoyed by all this week with climbing/running favourites. Children getting a feeling of well being during exercise. Doing jumping etc with increasing skill and confidence.</p>	<p>Continue to provide opportunities for in/outdoor play to further develop their skills.</p> <p>Introduce outdoor skittles.</p>
<b>E&amp;A</b>	<p>Paint enjoyed with added sand/rice for texture.</p> <p>Exploring music made by clapping instruments used, showing increasing skills when used by children.</p>	<p>Continue to have a wide selection of musical instruments readily available for children, both as individual activity or specific group times.</p>
<b>Group Time</b>	<p>Lots of time spent discussing posters and relevant literature in Doctor's Surgery – discussed healthy eating, hygiene, looking after teeth.</p>	<p>If interest continues in teeth, at a later date have dentist theme – ask E's mum for props etc. Talk for children 'Who is a Dentist?'</p> <p>Next theme – Garden Centre – "Spring".</p>



## 9.3. Appendix III

### The Book Corner

#### Why is it there?

1. to stimulate interest in books and stories;
2. to help language development;
3. to help the children learn early reading skills eg words tell the story; words are read from left to right; pictures support the story;
4. to develop listening skills;
5. to provide an opportunity for talk.

### The Writing Corner

#### Why is it there?

1. to promote interest in writing and the written word;
2. to give experience in handling a variety of pens and pencils;
3. to give experience in controlling lines.

### Games and Jigsaws

#### Why they are there?

1. to give experience of sharing, taking turns and co-operating;
2. to provide early maths experiences eg counting/shape recognition/matching etc;
3. to offer opportunities for different types of language use eg negotiation, mediation, explanation;
4. to allow problem solving to take place;
5. to build confidence.

### The Home Corner

#### Why is it there?

1. to provide opportunities for talking, sharing and playing together;
2. to provide a place for pretend play;
3. to offer maths experiences - eg counting, matching, sorting;
4. to provide 'private' space for children to be on their own

### Art and Craft

#### Why is it there?

1. so children can explore a variety of materials eg paint, paper, glue, cardboard, fabric, clay, crayons, papier mache etc;
2. to allow children to create and experiment with shape, colour, techniques, tools, imagination, emotion;
3. to give experience in working with small tools and instruments eg scissors, brushes, glue-spreaders.

### Cooking

#### Why is it there?

1. to encourage language and discussion;
2. to give maths and science experiments - eg promote concepts like full/empty; more/less; to allow weighing and measuring to take place; to observe changes when ingredients are mixed together, or heated;

3. to make children aware of their senses - touch, smell, taste as well as sight and hearing;
4. to increase confidence, independence and self-esteem;
5. to promote social skills - helping, sharing;
6. to increase cultural awareness - food for special festivals, different times of the year, different countries.

## **Construction**

### **Why is it there?**

1. to offer opportunities for problem solving;
2. to help children develop manipulative skills;
3. to offer maths experiences - space; position; shape; size - and the language which goes with these;
4. to encourage creativity and stimulate imagination.

## **Sand and Water**

### **Why is it there?**

1. to let children explore some natural materials;
2. to encourage sensory awareness;
3. to allow children to experiment - what floats and what sinks? What happens when you pour water through a sieve? Sand? What happens when you blow through a hose into the water?
4. to develop early maths skills - eg measuring, transference, estimation;
5. to encourage discussion;
6. to encourage imaginative play;
7. to encourage co-operation.

## 9.4. Appendix IV

### The Hedgehog

I was walking in the woods today,  
When I went out to climb and play,  
As I ran in and out the trees,  
I heard a rustling in the leaves

I stopped and listened to the sound,  
It came from somewhere on the ground,  
I saw the leaves begin to stir,  
And then I caught a glimpse of fur.

I tip-toed round the nearest tree,  
And went down slowly on one knee,  
'Sniff-sniff-snuffle' - a nose poked out -  
A wiggly nose - it's called a snout.

A hedgehog climbed out through the leaves,  
And gave a funny little sneeze,  
It blinked it's eyes - it looked dozy,  
Then 'sniff-sniff-snuffle' - it was getting nosey.

It had woken from its winter sleep,  
Hidden under snows so deep,  
And now the sun was bright and warm,  
Shining in its prickly form.

Now it needed tasty food -  
'sniff-sniff-snuffle' - something good!  
It crept out slowly near my tree,  
It came up really close to me.

I stumbled - stood upon a stick,  
'Crack!' - the hedgehog rolled up very quick.  
It must have had an awful fright,  
It was rolled up very tight.

I had to leave it - let it be -  
It was just too scared of me.  
I covered it with warm dry leaves,  
And left it safe behind the trees.

## Acknowledgements

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Jackie Willis	HNC Childcare and Education Student
John Russell	DTP – Fife Publishers

All materials of the project are downloadable for free from partners websites:

[www.caritas-mg.net/frame9.htm](http://www.caritas-mg.net/frame9.htm)

[www.haus-berg.com](http://www.haus-berg.com)

[www.davinci.nl](http://www.davinci.nl)

[www.whitehallcollege.com](http://www.whitehallcollege.com)

[www.hesote.edu.hel.fi/english](http://www.hesote.edu.hel.fi/english)

[www.linkoping.se/birgitta](http://www.linkoping.se/birgitta)

[www.linkoping.se/ljungstedtska](http://www.linkoping.se/ljungstedtska)

[www.dundeeoll.ac.uk/work\\_placements\\_abroad](http://www.dundeeoll.ac.uk/work_placements_abroad)