

# Workforce Planning

## Reflective Toolkit



# Introduction

This month we have been considering the development of our workforce. We had a poll on our social media channels that described time as the biggest undermining factor when trying to train and motivate your teams.

As an Early Years Professional time is always short for us and, unlike many other roles, the constant renewal of skills whether that be safeguarding, first aid, food hygiene or behaviour management is continuous and ongoing and is imperative to the outstanding care that your children will receive.

This month we have been looking at a variety of ways to develop our workforce, within this document we will review them and using this document commit yourself to some actions that will help you to embed new methods of developing your team.

## Manager Training

We provided a video this month which explored, from a managers perspective, the most important things to consider when developing teams.

Some of the major considerations included;

- The importance of a blended learning approach
- Where are your team on the Development Cycle?
- Identifying more abstract development opportunities

Carry out the activities in this toolkit to explore how to improve your approach to workforce development.



# Blended Learning

Use these spaces to brainstorm how your staff currently learn. What opportunities do you offer at present?  
Then in a different colour consider the new ways that you could offer development opportunities to your team. There is an example below..





# Staff Training Toolkit

Here we explored the learning styles within your team.

Understanding how your team like to learn is essential in engaging them appropriately. By carrying out the activity in the Staff Training Toolkit you will be able to see the preferences of your team members.

Below we have given two examples of methods for reactive training methods to meet all learning styles and left some spaces for you to consider some of your own.

Situation	Method (to accommodate all learning styles)
Staff need refreshing on the policy and procedure for dealing with allergies at food times.	<ul style="list-style-type: none"><li>• Issue out the policy and ask staff in groups to read, annotate and highlight the main points.</li><li>• Ask staff to swap annotated policy with another group and discuss the similarities and differences.</li><li>• Role play the food time procedure in groups</li><li>• Groups to offer feedback to each other</li></ul>
Outdoor play has become a little boring for children without much adult / child interaction	<ul style="list-style-type: none"><li>• Choose a 'champion' who is great at outdoor play</li><li>• Fill the staff room with images and text about excellent outdoor play opportunities and supporting legislation (EYFS)</li><li>• Allow your champion to discuss his/her passion with the team at a meeting</li><li>• Ask you champion to spend time outdoors with all staff and openly discuss opportunities to extend learning</li></ul>

# My Development Journey

Time can be a real contributing factor when, as a leader or a manager, we try and take full ownership and control over a persons learning and development journey.

It is important to remember that the Development Journey document does not belong to the manager it is not another thing to add to the manager's pile of 'things to do'. The Development Journey very much belongs to the individual staff member as they must take ownership over their own learning and development.

Start to look at your role as more of a coach, a facilitator, a person that recognises and offers learning opportunities. You don't necessarily need to always be the person to identify the learning needs or skills gaps. Part of the employee experience and, to generate a culture of learning is to empower employees to identify their skills gaps and ask for further help and support where needed.

