Level 3 Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080) (3605-32)

Version 2.1 (August 2018)

Qualification Handbook

Qualification at a glance

Industry area	Childcare
City & Guilds qualification number	3605-32
Age group	16-19 (Key Stage 5), 19+
Entry requirements	Centres must ensure that any prerequisites stated in the *What is this qualification about?* section are met.
Assessment	To gain this qualification, candidates must successfully achieve the following assessments: • Two externally set, externally moderated assignments • One externally set, externally marked exam, sat under examination conditions • One externally set, externally moderated assignment for the chosen optional unit • Portfolio of evidence
Additional requirements to gain this qualification	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
Grading	This qualification is graded. For more information on grading, please see Section 7: Grading.
Approvals	This qualification requires full centre and qualification approval.
Support materials	Sample assessments Guidance for delivery Guidance on use of marking grids Centre handbook
Registration and certification	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
External quality assurance	This qualification is externally quality assured by City & Guilds, and its internally marked assignments are subject to external moderation. There is no direct claim status available for this qualification.

Title and level	Size (GLH)	TQT	City & Guilds qualification number	Ofqual accreditation number

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| 1080 | 1800 | 3605-32 | 601/7440/7 |

Version and date	Change detail	Section
1.1 May 2016	Small typographical errors	Throughout
	TQT added for qualifications Assessment component titles amended	Introduction
	Employer involvement guidance updated throughout	4. Employer involvement
	Summary of assessment methods and conditions	5. Assessment
	Moderation and standardisation of assessment updated throughout	6. Moderation and standardisation of assessment
	Awarding individual assessments Awarding grades and reporting results	7. Grading
	Enquiries about results Re-sits and shelf-life of assessment results Malpractice Access arrangements and special consideration	8. Administration
1.2 January 2017	Values updated in exam specification	5. Assessment
1.3 June 2017	Addition of the examination paper based module number	1. Introduction – Assessment requirements and employer involvement 5. Assessment 5. Assessment – exam Specification 7. Grading – Awarding grades and reporting results
	Removal of AO 6-8 from Synoptic Assignments	5. Assessment – Assessment Objectives
	Addition of Provisional Grade Boundaries for the Synoptic Assignment	7. Grading

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	Revised Exam Specification and AO weightings	5. Assessment – Exam Specification
	Branding changes	Throughout
1.4 August 2017	Addition of learning outcomes	5. Assessment – Exam Specification
1.5 August 2017	AO weightings for overall qualification	5. Assessment
1.6 December 2017	Revised assessment description and conditions for optional assignments	5. Assessment- Summary of assessment methods and conditions
2.1 August 2018	Update to grading details	Section 7

Contents

1   Introduction

What is this qualification about?

The following purpose statement relates to the **Level 3 Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080).**

Area	Description
OVERVIEW	
Who is this qualification for?	It is for you if you want to work as Early Years Educator in the Early Years sector in England, with children from 0 to 5 years of age.
	The Level 3 Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080) will provide you with the knowledge and practical skills that will enable you to work as an Early Years Educator in England or to undertake further training for the Children and Young People's sector.
What does this qualification cover?	The qualification covers the knowledge and skills which are essential to anyone working as an Early Years Educator, and expands on the mandatory criteria for Early Years Educators to provide a broad range of knowledge and skills.
	The mandatory units cover topics such as child development, professional development, safeguarding children, theories underpinning practice, supporting children's activities, reflecting on practice and learning to improve quality of setting, introduction into research in the Early Years practice, partnership with parents, and developing leadership skills.
	You will also select one optional unit from the following three: - preparing for employment in the Early Years sector - technology in the Early Years setting - support children in Early Years settings acquiring a language.
	The content in the mandatory units fully meets the qualification criteria for Early Years Educators set by the National College for Teaching and Leadership

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(NCTL). The qualification expands on the minimum requirements to include, for example, research techniques, theories and supporting children's play, creativity reading and writing skills and additional needs.

Centres and providers work with local employers who will contribute to the knowledge and delivery of training. Employers will provide demonstrations and talks on the industry and where possible work placements will also be provided by the employers. This practically based training is ideal preparation for gaining employment in the Early Years sector or specialist further study.

WHAT COULD THIS QUALIFICATION LEAD TO?

Will the qualification lead to employment, and if so, in which job role and at what level?	Once you have completed this qualification you will be able to work as an Early Years Educator in England (you will also have to gain GCSE English and maths at grade C or above). For more information see the City & Guilds website. You may also wish to progress to leadership roles within the Early Years sector at level 4 and beyond, for instance in a Senior or Lead Practitioner role in Early Years.
Why choose this qualification over similar qualifications?	The Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080) is the qualification for you if you know that you want to gain the licence to practise qualification to work as an Early Years Educator in England. You may also already be thinking of progressing into leadership roles in Early Years or progressing into Higher Education.
Will the qualification lead to further learning?	Once you have completed this qualification you will be able to move to further learning for example on Foundation Degree and Degree programmes.

WHO SUPPORTS THIS QUALIFICATION?

Employer/Higher Education Institutions	PACEY

Qualification structure

For the **Level 3 Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080)** the teaching programme must cover the content detailed in the structure below:

Qualification title		
Unit number	**Unit title**	**GLH**
Mandatory		
001	Professional development using reflective practice and effective study skills	60
002	Child development and the effective use of observation and assessment	60
003	Principles of safeguarding and health and safety of children	60
004	Promoting children's health and welfare and their diversity, equality and inclusion in the Early Years sector	60
005	Theories that underpin practice in the Early Years sector	60
006	Model, promote and support positive behaviour and transitions	60
007	Working in partnership with parents and other professionals	60
008	Promote children's speech, language and communication development	60
009	Supporting children's activities, play, creative development and educational programmes	60
010	Reflect on practice and learning to improve quality of setting	30
011	Research in Early Years practice	60
012	Contemporary theories and thinking in Early Years	60
013	Principles of working in partnership with parents and families to promote early home learning	30
014	Supporting children's literacy, reading and writing skills	60
015	Supporting children's mathematical skills	60
016	Innovative practice to support children's play, creativity and sustained shared thinking	60
017	Working with children under the age of 3 in the Early Years setting	30
018	Supporting children with additional needs and disability in the Early Years	60
019	Developing leadership skills	30

020	Understanding contemporary society	30

Optional – Learners must be taught at least 30 GLH from units 021-023

021	Preparing for employment in the Early Years	30
022	Using technology in the Early Years setting	30
023	Supporting children in the Early Years setting acquiring a language	30

Total qualification time (TQT)

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080)	1080	1800

Assessment and employer involvement

To achieve the **Level 3 Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080)** candidates must successfully complete **all** the mandatory assessment components, which cover the mandatory content of the qualification, **as well as** one optional assessment component for their chosen optional unit.

Component number	Title
Mandatory	
035 or 535	Level 3 Early Years Practitioner - Theory exam (1)*
036	Level 3 Early Years Practitioner - Assignment (1)*
037	Level 3 Early Years Practitioner - Synoptic assignment (1)*
038	Level 3 Early Years Practitioner - Portfolio (1)*
Optional (choose one)	
021	Level 3 Preparing for employment in the Early Years - Assignment
022	Level 3 Using technology in the Early Years setting - Assignment
023	Level 3 Supporting children in the Early Years setting acquiring a language - Assignment

In addition, candidates **must** achieve the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

Employer involvement	
Component number	**Title**
Mandatory	
832	Employer involvement

Number of mandatory assessments per assessment type

2   Centre requirements

Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: **www.cityandguilds.com.**

Resource requirements

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:
- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessment.

Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the *What is this qualification about?* section are met when registering on this qualification.

Age restrictions

This qualification is approved for learners aged 16 – 19, 19+.

3   Delivering technical qualifications

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessment,
- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualification,
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Qualification delivery guidance

It is suggested that units 001 to 005 are taught before units 006 to 009. The following contains important guidance for particular units. Tutors and Internal Quality Assurers should refer to this guidance when considering schemes of work, learning sessions and tutor/assessor allocations.

All Units: When team teaching is being utilised, all those involved must be familiar with the unit aim and content and how these contribute to the whole qualification.

Knowledge and evidence included in unit 001 will be developed throughout the learning and qualification journey. Lesson and assessment plans for all units should therefore be influenced by the scope and learning outcomes of this unit. To facilitate holistic delivery and assessment, all tutors must be familiar with the content of this unit.

Unit 002 will provide the basis for the longitudinal synoptic study. To ensure that learners fulfil this requirement, tutors and assessors must monitor and support the learner to generate robust and reliable evidence and reflection. This unit contains the different methods of observations and assessments that learners are expected to know, understand and use during their work placement and/or employment with 0-5 year olds. Learners must be taught the range of different methods of observations and assessments as detailed in the unit. Learners must be provided with the opportunity to practise their observation skills prior to using them in the setting e.g. use of videos or other technologies/online resources can be used to support this. Learners must use the different observations and assessments within real work environments in order to generate evidence for their portfolio, facilitate assessor observation of practice and for the purposes of the longitudinal synoptic study. Tutors must therefore liaise with the work placement supervisor to ensure that the learner can achieve this. It is expected that learners will use and practise the different methods and techniques in their work placement(s). This will perfect their skill set in this important facet of professional practice and will test their ability to select the right method and technique for different situations and purposes. It will also contribute evidence towards the longitudinal study.

Tutors must therefore ensure that learners have been taught the relevant observation and assessment methods and ways in which to interpret, evaluate and reflect on what they have seen and recorded.

Unit 005 will introduce the learner to and develop their understanding of child developmental theory. Using this information and insight, the learner should reflect on how theory becomes integrated in their practice and they should also gain confidence in their ability to demonstrate the application of skills and knowledge in their work placement(s). Learners should be encouraged to make links between real work practices and formal/informal theory as they carry out research for this unit. Tutors should support learners in making links between theory and practice through the use of observations, assessments, case studies and reflections on work placement practice. When confident of their understanding and application of each theoretical framework the learner can begin to deconstruct or reframe the theories depending on the individual context, the child and the situation. Encouraging and supporting this is a useful way to further understanding. Where more than one tutor is used to teach the qualification they will need to be familiar with the contents of this unit so that they can support learners in embedding theory into their reflective writing and practical assessments.

Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

Support materials

The following resources are available for this qualification:

Description	How to access
Sample assessments Guidance for delivery Guidance on use of marking grids	Available 2016 on the qualification pages on the City & Guilds Website: **www.cityandguilds.com**.

4   Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.

[Technical qualifications] must:

- *require all students to undertake meaningful activity involving employers during their study; and*
- *be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.*

Extract from: ***Vocational qualifications for 16 to 19 year olds, 2017 and 2018 performance tables: technical guidance for awarding organisations****, paragraphs 89-90*

City & Guilds will provide support, guidance and quality assurance of employer involvement.

Qualification approval

To be approved to offer City & Guilds technicals, centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.

Centres must include in their planner a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.

As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

Types of involvement

Centres should note that to be eligible, employer involvement activities **must** relate to one or more elements of the mandatory content of this qualification. This does not mean that employer involvement in the optional units is not valuable, and centres are encouraged to considered this wherever appropriate.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims.

To be of most benefit this must add to, rather than replace the centre's programme of learning. Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows[1,2]:

The following activities meet the requirement for meaningful employer involvement:
- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification[3];*
- *students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*

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[1] As extracted from: Vocational qualifications for 16 to 19 year olds
2017 and 2018 performance tables: technical guidance for awarding organisations
[2] This list has been informed by a call for examples of good practice in employer involvement in the delivery and assessment of technical qualifications - **Employer involvement in the delivery and assessment of vocational qualifications**
[3] **DfE work experience guidance**

- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.

The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:
- *employers' or industry practitioners' input to the initial design and content of a qualification;*
- *employers hosting visits, providing premises, facilities or equipment;*
- *employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc;*
- *student attendance at career fairs, events or other networking opportunities;*
- *simulated or provider-based working environments e.g. hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;*
- *employers providing students with job references.*

Types of evidence

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, e.g. a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. E.g. for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

Quality assurance process

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.

Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

Sufficiency of involvement for each learner

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to

temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

Live involvement

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (e.g. the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

Timing

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

Work placement

Candidates are required to complete a work experience placement in the Early Years setting(s) of a minimum of **730** hours (**365** hours in Year 1 and **365** hours in Year 2). Work placement may include volunteering provided that the expectations of the employer are that the learner follows the same code of conduct and is treated equal to other employees and as an employee. In addition work placement may be paid or unpaid which should not affect the expectations and constraints of the learner.

Centres must also complete a record of students' placements which confirms the minimum work placement hours that have been completed. The process/format of recording is left to the centre to devise/manage.

5   Assessment

Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
035/535	Externally marked exam	The exam is **externally set and externally marked**, and can be taken either online through City & Guilds' computer-based testing platform (035) or as a paper based test (535). The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: **http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations** The exam specification shows the coverage of the exam across the qualification content. Candidates who fail the exam at the first sitting will have **one** opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.

036	Externally moderated assignment	This assignment is **externally set, internally marked and externally moderated**, and is designed to require the candidate to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge in relation to research skills and the chosen subject area. Candidates will be judged against the assessment objectives and specific marking criteria included in the assignment pack.
		Centres will be required to maintain the security of all live assessment materials until assessment windows are open. Assignments will therefore be password protected and released to centres through a secure method.
		Guidance on equipment, resources and duration will be released as appropriate to ensure centres can plan for delivery of practical assignments in advance. The generic marking grids for the assignments will be available to centres from the start of the learning programme.
		Candidates who fail this assignment on first submission of marks will have **one** opportunity to re-sit, and must sit a new task or assignment different to the original assessment. If the re-sit is failed the candidate will fail the qualification as a whole, and cannot achieve the qualification within that academic year.
		Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking process and associated marking grid in the assessment pack for the qualification, and in the Guidance on the use of marking grids.

037	Synoptic assignment	The synoptic assignment is **externally set, internally marked and externally moderated.** The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives. Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website. Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method. There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification. Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking and moderation process.
038	Portfolio of evidence	This unit will be assessed by a portfolio of evidence, externally moderated by City & Guilds.

| Optional units 021, 022, 023 | Unit Assignment | These unit assignments are **externally set, internally marked and externally moderated.** The assignment requires candidates to identify and use effectively skills, knowledge and understanding from across the unit content area. Candidates will be judged against the unit grading criteria.

The assignments are available on our website. The assignments can be taken at any point during the academic year, but evidence must be submitted on to the Moderation Portal by the deadline in Assessment and Examination timetable, published on our website.

Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.

There is no re-sit limit for these assignments. If a learner fails an assignment they can re-sit a different version. Assessors should allow seven days before resubmission or reassessment. |

What is synoptic assessment?

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

How the assignment is synoptic for this qualification

The typical assignment brief could be to consider, in the form of a longitudinal study, the observation and assessment cycle in relation to child development, taking into account the different factors, theories, approaches and concept that influence the practice.

This will require the candidate to draw on their understanding from across the qualification content to evaluate and reflect on how they can support children in the setting and plan for next steps. Observation and assessment is at the core of the Early Years practice and the candidates will have to show that they have the holistic knowledge, understanding and skills.

Candidates will also need to reflect on their practice and will need to communicate their findings and thoughts when completing a professional discussion.

External exam for stretch, challenge and integration

The external assessment will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving candidates.

Optional unit assessments and integration into the synoptic qualification content

While the mandatory units for this qualification provide the main skills and knowledge required to work as an Early Years Educator, the optional units provided give centres flexibility when devising programmes to meet local employment needs, where the purpose of the qualification demands this. The assessments for the optional units will require that the candidate has experienced the full breadth of mandatory learning of the qualification in order to better demonstrate the rounded performance expected at higher grades.

Assessment objectives for synoptic assignments

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

Assessment objective	Level 3 Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080) Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
AO1 Recalls knowledge from across the breadth of the qualification.	Factors for conducting observations within an Early Years setting (physical, ethical and legal), roles and responsibilities, use of terminology, types of observations and the rationale for their use, core principles for Early Years practice, child development from conception to 7 years, professional manner for recording observations	15%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Theories and models of child development, reflective practice, concepts of Early Years values and behaviours, principles of child centred observations, risk, application of legislation and policy to situations (e.g. data protection, safeguarding, partnership working, sharing information)	25%
AO3 Demonstrates technical skills from across the breadth of the qualification.	Verbal and non-verbal communication, reflection, completing documentation, professional manner for recording observations, use of different observation methods, analyses include quantitative and qualitative data, recommendations link to observations	30%
AO4 Applies knowledge,	Application of knowledge and understanding to a particular situation,	20%

understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	justification of decisions/approaches taken, contingencies, reflection and evaluation in professional discussion and longitudinal study	
AO5 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Meeting specific requirements of the task, attention to detail in longitudinal study and discussion, professional discussion plan	10%

Exam specification

AO weightings per Exam

AO	Exam 1 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	30
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	55
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	15

The way the exam covers the content of the qualification is laid out in the table below:

Assessment type: Examiner marked, written exam, usually delivered online*
Assessment conditions: Invigilated examination conditions
Grading: X/P/M/D

Examiner marked, written exam 3605-035/535	Duration: 2 hours 30 minutes		
Unit	Learning outcomes	Number of marks	%
003	Understand how legislation, statutory guidance and procedures safeguard children in the Early Years sector	19	24
	Recognise and manage risks to health, safety and security in a work setting or off-site visit		
004	Promote health, welfare, equality diversity, and inclusion	19	24
005	Understand the theories that underpin current Early Yeard practice	15	19
	Understand the significance and importance of attachment for children		
	Understand the importance of play in supporting children's learning and development		

	Understand early years pedagody and approaches in the early years sector		
007	Work in partnership with parents within early years settings	15	19
	Work in partnership with colleagues and other professionals within early years settings		
N/A	Integration across the units	12	15
	Total	**80**	**100**

*This exam is sat under invigilated examination conditions, as defined by the JCQ: **http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations**.

Entry for exams can be made through the City & Guilds Walled Garden.

6   Moderation and standardisation of assessment

City & Guilds' externally set assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation. This process is outlined below. For more detailed information, please refer to 'Marking and moderation - Technicals centre guidance' available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

Supervision and authentication of internally assessed work
The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.

City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

Internal standardisation
For internally marked work[4] the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

Provision for reworking evidence after submission for marking by the tutor
It is expected that in many cases a candidate who is struggling with a specific piece of work may themselves choose to restart and rectify the situation during their normal allocated time, and before it gets to the stage of it being handed in for final marking by the tutor.

In exceptional circumstances however, where a candidate has completed the assignment in the required timescales, and has handed it in for marking by the tutor but is judged to have significantly underperformed, may be allowed to rework or supplement their original evidence for remarking prior to submission for moderation. For this to be allowed, the centre must be confident that the candidate will be able to improve their performance without additional feedback from their tutor and within the required timescales ie the candidate has shown they can perform sufficiently better previously in formative assessments.

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[4] For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

The reworked and/or supplemented original evidence must be remarked by the tutor in advance of the original moderation deadline and the moderator informed of any candidates who have been allowed to resubmit evidence.

The process must be managed through the IQA. The justification for allowing a resubmission should be recorded and made available on request. The use of this provision will be monitored by City & Guilds.

Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take place before the submission of marks for moderation. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to **appeals@cityandguilds.com**.

Moderation

Moderation is the process where external markers are standardised to a national standard in order to review centre marking of internally marked assessments. These markers are referred to as 'moderators'. Moderators will mark a representative sample of candidates' work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' standard.

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Marking and moderation - Technicals Centre Guidance* document for full details of the requirements and process.

In most cases candidate work will be submitted directly to the moderator for moderation. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for

moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential learner skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

Post-moderation procedures

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.

City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

Centres retaining evidence

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

7   Grading

Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (eg archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the merit grade for the qualification overall.

Grade descriptors
To achieve a pass, a candidate will be able to
- Interpret the brief, attending to the key aspects routinely, and showing a secure understanding of the concepts and key themes across the subject area.
- Carry out planning which shows an ability to attend to the relevant information in the brief and uses broad knowledge and understanding from across the qualification (including basic technical information) to interpret what a fit for purpose outcome would be, developing a plausible plan to achieve it.
- Achieve an outcome which generally meets the key requirements of the brief, and aims for a fit for purpose outcome with some success.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out routine tasks and procedures, have some confidence in attempting more complex tasks.
- Demonstrate a knowledge and understanding of the broad content area, key principles, practices and legislation where relevant.
- Demonstrate an ability to describe some of the main factors impacting on the industry to show good awareness of how the industry area is shaped by the social, environmental, business environment it operates within.
- Demonstrate the correct use of some of the technical and industry specific terminology commonly used in the industry area.

To achieve a distinction, a candidate will be able to
- Analyse the brief in detail, showing confident understanding of concepts and themes, making effective links between topics
- Develop a clear and stretching plan, drawing on knowledge and understanding from across the qualification to achieve an outcome that is highly fit for purpose.
- Achieve an outcome which shows an attention to detail in its conception, development and completion, so that it meets the brief completely.
- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

- Demonstrate an excellent knowledge and understanding of the broad content area, key principles, practices and legislation where relevant.
- Demonstrate an ability to analyse the impact of different factors on the industry to show good understanding of how the industry area is shaped by the social, environmental, business environment it operates within.
- Demonstrate the correct use of technical and industry specific terminology used in the industry area.
- Demonstrate the application of relevant theory and understanding to solve problems which are sometimes non-routine.

Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The qualification will be reported on a ten grade scale: Pass Pass Pass, Pass Pass Merit, Pass Merit Merit, Merit Merit Merit, Merit Merit Distinction, Merit Distinction Distinction, Distinction Distinction Distinction, Distinction Distinction Distinction*, Distinction Distinction* Distinction*, Distinction* Distinction* Distinction*.

All assessments **must** be achieved at a minimum of pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The approximate pass grade boundary(ies) for the synoptic assignment(s) in this qualification are:

Syonptic Assignment	Pass Mark (%)
037	45

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The contribution of assessments towards the overall qualification grade is as follows::

Assessment method	Grade scale	% contribution
Synoptic Assignment (037)	X/P/M/D	50%
Assignment (036)	X/P/M/D	20%
Exam (035/535)	X/P/M/D	30%

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. The range of points between the pass, merit and distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high pass in an assessment will receive between 8 and 10 points, a candidate that

achieves a low to middle merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

	Pass	Merit	Distinction
Assignment (037) 50%	6	12	18
Assignment (036) 20%	6	12	18
Exam (035/535) 30%	6	12	18

The weighted average of candidate's points for each assessment is calculated, and the overall grade of the qualification will then be determined using the following criteria.

Qualification Grade	Minimum points
Distinction*, Distinction*, Distinction*	20.5
Distinction, Distinction*, Distinction*	19.3
Distinction, Distinction, Distinction*	18.2
Distinction, Distinction, Distinction	17
Merit, Distinction, Distinction	15
Merit, Merit, Distinction	13
Merit, Merit, Merit	11
Pass, Merit, Merit	9.3
Pass, Pass, Merit	7.7
Pass, Pass, Pass	6

Candidates achieving Distinction*, Distinction*, Distinction* will be the highest achieving of the Distinction candidates.

8   Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:
- internal quality assurance
- City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Section 2: Centre requirements* in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:
- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

External quality assurance
City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to
- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make arrangements to receive, check and keep assessment material secure at all times,
- maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and
- keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for internally marked assessments.

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals page** of the City & Guilds website at **www.cityandguilds.com.**

Re-sits and shelf-life of assessment results

Candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessments **once only**. The best result will count towards the final qualification. See guidance on individual assessment types in Section 5.

Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):
- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (e.g. disqualification from the assessment) will be applied.

Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website: **http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments**

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the City & Guilds website: **http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments**

Unit 001   Professional development using reflective practice and effective study skills

UAN:	Y/506/0045
Level:	Level 3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to understand and recognise the importance of continuing professional development and how to recognise opportunities which will support and expand their professional development. This unit will highlight the importance of planning for and reviewing professional development. It will enable learners to explore study skills and apply the knowledge of how study skills are used to inform continuing professional development.

This unit also looks at the importance of using reflective practice in the Early Years sector and how reflective practice informs continuing professional development and promotes best practice. This unit has been designed to enable an Early Years practitioner to develop their skills in reflective practice.

The practical application of reflective practice to improve/change and challenge existing ways of working will enable the Early Years practitioner to plan, implement and evaluate their own skills and identify areas for improvement whilst utilising the study skills they have explored.

Therefore it is a suggestion to providers of Early Years qualifications to offer this unit at the beginning off the programme. The purpose of this is to equip participants with a range of study skills which will enhance their learning experience.

Learning outcomes

In this unit, learners will be able to:
1. plan for and undertake study and continuing professional development.
2. reflect on practice and make recommendations to improve or change practice.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Plan for and undertake study and continuing professional development

The learner must be aware of the factors which can affect their ability to study and continuing professional development as well as the strategies which can be used to reduce their impact.

Topics

1.1 The reasons for developing study skills and continuing professional development in the Early Years sector

Topic:

1.2 The components, strategies and techniques to include:
   a. self-awareness and personal circumstances
   b. familiarity of practice/habits for study and preferred environment
   c. awareness of what is required
   d. generating and structuring ideas
   e. organising information
   f. improving memory
   g. tools/resources
   h. support systems
   i. planning for study
   j. involving others when planning professional development
   k. using a variety of sources for collecting information
   l. information evaluated and selected
   m. strategies to avoid plagiarism during study.

Topic:

1.3 How to develop a plan for optimising opportunities in relation to:
   a. continuing professional development
   b. undertaking study

Topic:

1.4 How continuing professional development and reflective practice can be used to:
   a. develop best practice
   b. identify practice which requires improvement

Topic:

1.5 Draw up a continuing professional development plan for own professional development to include:
   a. involving others

b. incorporating study to achieve an identified specific professional development

Topic:

1.6 Undertake the study as planned to achieve professional development which includes:

   a. evaluating the components, strategies and techniques within the plan

   b. evaluating how the study undertaken contributed to the identified specific professional development

Topic:

1.7 Update own professional development plan to show how learning has impacted on practice

The learner must be aware of how study skills are developed and resources available to ensure effect study and continuing professional development.

To achieve this unit learners will need to be aware of different learning styles in order to enable them to recognise their own learning style as this will have a large influence on their studying and professional development.

Topic 1.1

Reasons for developing study skills may include but are not limited to meeting the requirements of an academic programme, including a good command of the English language in both written and spoken form, to support continuing professional development; to support the learner in completing research or projects.

Topic 1.2, 1.3, 1.4, 1.5

The learner will need to be aware of how to write a continuing development plan. Learners may require guidance in identifying the specific professional development they intend to achieve. Others involved in drawing up the continuing development may include manager, supervisor, mentor, tutors.

Topic 1.6, 1.7

To enable the learner to evaluate the plan and the study undertaken the learner will need to understand how to carry out evaluation.

Learning outcome:

2. Reflect on practice and make recommendations to improve or change practice

Topics

2.1 The importance of using reflective practice in the Early Years sector

Topic:

2.2 How to record reflection on practice

Topic:

2.3 Use reflective practice in own work role in the Early Years setting including:

   a. production of a reflective log/journal

b. reflection on observations made

c. making recommendations to improve/change professional practice

d. explaining the potential benefits of the recommendations

e. sharing outcomes with others

Topic 2.1

In order for learners to understand the importance of reflecting on practice the learner should be aware of how to reflect on practice. This can include using self-evaluation and peer evaluation and reflective cycles such as Graham Gibbs, David Kolb, Schön and Ghaye & Ghaye.

Topic 2.2, 2.3

Reflect on observation made may include the use of questioning, testing/synthesising ideas, thinking about consequences, different perspectives, seeking alternatives, challenging work practices, seek opinions of others as appropriate such as colleagues, peers, parents/guardians and partnership agencies.

Methods for recording reflection on practice should include: diaries, reflective journals and reflective logs.

There is also a need for learners to be aware of how supervision and appraisals are used to identify and inform professional development and study requirements and who else may need to be consulted when developing the plan e.g. manager, supervisor, mentor, tutors.

Learners must be aware that best practice is practice which exceeds the expected standard for Early Years practitioners including the whole setting and personal practice. The learner should also be aware of how evidence based practice is used to meet the needs of children and service provision.

Guidance for delivery

Learners must be aware of how their study and professional development can be optimised by the use of tools/resources and must be encouraged to explore the use of tools/resources such as use of notebooks, dictaphones, fast writing, collaborative learning, debates, active learning strategies such as summarising information in paragraph or bullet point form, spider diagrams, questioning, diagrams/ drawings to illustrate a concept, wall charts, development of outline plans, organising research into topics and use of mnemonics.

Learners should also be encouraged to think about the support systems and types of support that may be available to them when preparing for and undertaking study and professional development. These must include support from peers, colleagues, family, friends, college/training provider based support (additional learning support, advice, guidance, tutorials, learning resource facilities).

Learners must be aware of the strategies, components and techniques which can include: self-awareness: awareness of personal strengths, weaknesses, recognising opportunities for improvement, motivation for study, confidence/lack of confidence, what distracts or motivates them when studying, familiarity of habits may be identified from reflective journals, self-evaluation questionnaires, group discussion, tutor feedback improving skills through practice, reflect on study undertaken, the development of regular study habits, awareness of what is required: curriculum/qualification content, outcomes and learning objectives, assessment/marking guides, requirements for presentation, tutors preferences

/requirements. Method/strategies for study include the need to: select study preferences to meet outcome, plan for study, considering requirements regarding resources.

Learners should consider factors such as the locality of the study area; the room/area temperature and noise; the comfort of the environment such as seating, area for writing; use of music can have either positive or negative effects. The type of professional development opportunity they are engaging in. Learners must be aware of how an individual's circumstance can affect their ability to study, areas to take into consideration are the learners' own, their families and friends' health, well-being, family and work responsibilities.

Learners need to evaluate and select information in particular how to ensure the relevance, accuracy, reliability, credibility and currency of the information. Learners should be aware of how to challenge the content of the information, and how to make and justify judgements.

Learners should know how to avoid plagiarism, this must include the use of quotes, how to reference the information and the meaning of copyright. Learners must also be aware of the consequences of plagiarising other people's work and the effects this may have on future work and opportunities.

Learners should be encouraged to explore SMART planning.

Learners should use available resources to support study which may include the use of libraries, websites, accessing research data, learning centres, articles, television programmes and other professionals.

Opportunities for professional development include formal opportunities such as paediatric first aid, mathematics, English, science, safeguarding training, dance, music and informal opportunities such as reading journals/articles/books, watching documentaries/programmes, use of internet.

Employer engagement
Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

Suggested learning resources
Best practice
www.foundationyears.org.uk/best-practice-case-studies

www.ofsted.gov.uk/resources/goodpractice

Ofqual (2008) *Regulatory Arrangements for the Qualifications and Credit Framework*. Coventry:

The Office of the Qualifications and Examinations Regulator. P47–48. QCF level Descriptors

EYE criteria available at:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/211644/Early_Years_Educator_Criteria.pdf

CPD

Ministry of Social and Family Development (2011) *Achieving excellence through continuing*
professional development MSF

www.reviewofteachereducationinscotland.org.uk/the-importance-of-continuing-professionaldevelopment.html

www.jobs.ac.uk/careers-advice/managing-your-career/1318/what-is-continuing-professionaldevelopment-cpd

NCTL (2013) *Early Years Educator (Level 3) Qualifications Criteria* available from
http://www.gov.uk/government/publications

Reflective practice
www.kathybrodie.com/viewpoint/reflective-practice-and-the-eyp
'Information Sharing: Further guidance on legal issues' Department for Children, Schools and Families, and Communities and Local Government (2008)
http://webarchive.nationalarchives.gov.uk/20130401151715
https://www.education.gov.uk/publications/standard/publicationdetail/page1/dcsf-00857-2008

'Information sharing: Guidance for practitioners and managers' Department for Children, Schools and Families, and Communities and Local Government (2008)
http://webarchive.nationalarchives.gov.uk/20130401151715
https://www.education.gov.uk/publications/eOrderingDownload/00807-2008BKT-ENMarch09.pdf

'Information Sharing: How to identify which rules apply when sharing information', Department for Education, January 2011
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277836/information_sharing_how_to_identify_which_rules_apply.pdf

'Information Sharing: How to record decisions', Department for Education, January 2011
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277837/information_sharing_how_to_record_decisions.pdf

'Information Sharing: How to seek consent', Department for Education, January 2011
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277838/information_sharing_how_to_seek_consent.pdf

'Information Sharing: How to share information securely', Department for Education, January 2011

http://media.education.gov.uk/assets/files/pdf/h/how%20to%20share%20information%2 0securely.pdf

Cotrell, S. (2003) The study skills handbook 2nd Edn Basingstoke: Palgrave McMillan

Mueller, C. & Dweck, C. (1998) Praise for intelligence can undermine children's motivation and performance Journal of Personality and Social Psychology Vol 75 No 1 pp33 – 52

Different academic referencing systems – interactive tool available from:

www.bristol.ac.uk/arts/exercises/referencing/referencing%20skills/page_04.htm

Unit 002   Child development and the effective use of observation and assessment

UAN:	D/506/0046
Level:	Level 3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to gain knowledge and understanding of the sequence and rate of child development from birth to 5 years (and to extend this to age 7 years where appropriate). Related to this is the use of observation and assessment of children and how this can be used to record, monitor and support children's holistic development and practice within the Early Years sector.

The first part of the unit will provide learners with the required understanding of the sequence and rate of development for children as well as factors that may influence development in both a positive and negative manner. Learners will research the different ways in which children develop to gain an in depth understanding of the areas of development including: neurological and brain development stages, physical, communication, intellectual/cognitive, personal, social, emotional and behavioural development.

The second part of the unit concerns the use of observation and assessment in the Early Years including how it supports and promotes children's learning and development in a manner that is appropriate to their age, stage of development and individual circumstances. Learners will gain knowledge of how to share their observations and assessments to support planning, interventions and improvements to both setting and own practice.

Learning outcomes

In this unit, learners will be able to:
1. understand holistic development from conception to 7 years
2. understand factors that could affect child development
3. carry out observations and assessments to inform development and practice in the Early Years sector.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand holistic development from conception to 7 years

Topic:

1.1 Holistic development from conception to 7 years including:
   - a. critical pre and post natal **neurological** and brain development stages
   - b. physical
   - c. **communication**
   - d. **cognitive/intellectual**
   - e. personal, social, emotional and behavioural

Learners will need to know the pattern, sequence and rate of child development in order to support their observation and assessment practice. It is important to recognise that whilst development is usually split into different areas, this is for ease of recording and charting development. However individual areas of development do not occur in isolation from each other. Development is more holistic in nature which needs to be understood by learners.

Topic 1.1a

Neurological and brain development is integral to holistic development and attachment including:
   - speech, language and communication
   - personal, social and emotional development
   - physical development.

Neurological development of a child can be affected by different factors:
   - exposure to substance use/misuse (smoking – including passive, alcohol, prescribed medication, illegal drugs, misuse of vitamins)
   - exposure to common childhood illnesses
   - stress during pregnancy
   - pre and post natal depression
   - unhealthy eating
   - genetic
   - nature and nurture
   - birth trauma
   - folic acid.

Topic 1.1c
Communication development of a child:
   - extending vocabulary
   - language structure
   - dialogue
   - literacy.

Topic 1.1d

Cognitive and intellectual development of a child:

- mathematics/numeracy
- understanding the world
- expressive arts and design.

2. Understand factors that could affect child development

Topic:

2.1 Factors that could affect patterns of development including

    a. **Personal factors:**

        i. maternal health

        ii. health status

        iii. disability

        iv. sensory impairment

        v. learning difficulties

        vi. immunisation

    b. External factors:

        i. poverty and deprivation

        ii. family environment and background

        iii. domestic violence

        iv. family circumstance

        v. exposure to substance use or misuse

There are many different influences that can affect development both positively and negatively. Learners need to identify the different factors that can affect development.

Topic 2.1a

It is important to be aware that **personal factors** relate specifically to the child. It would be useful to take into account things the mother may have been exposed to or done that could impact on the development of the child pre and post natal including:

- exposure to substance use/misuse
- folic acid
- exposure to common childhood illnesses
- stress during pregnancy
- pre and post natal depression
- diet.

Child health can also be affected by immunisations or the lack of them leaving them open to common childhood illnesses that could be prevented, which if experienced

when older could have potentially more severe consequences.

Learners should be guided to consider positive as well as negative effects.

Learning outcome:
3. Carry out observations and assessments to inform development and practice in the Early Years sector

Topic:
3.1   Use of observation and assessment in the Early Years sector to inform and monitor **service provision** and **monitor processes**

Topic:
3.2   **Factors** to be considered when carrying out observations or assessments including:
  a. physical
  b. ethical
  c. legal

Topic:
3.3   **Observation, assessment methods** and **tools** that can be used in the Early Years sector

  a. Observation methods
    i.   time sample
    ii.   event sample
    iii. focused or target child
    iv.   ABC/STAR
    v.   tracking
    vi.   web
    vii. check list
    viii. free description
    ix.   snapshot
    x.   camera/video

  b. Assessment methods
    i.   Standard Measurements

  c. Tools
    i.   Common Assessment Framework

Topic:
3.4   Involving **others** in observations and assessments

Topic:

3.5   Use of observations and assessments as part of **referral** processes including:
   a. additional support
   b. safeguarding
   c. other settings
   d. legislation

Topic:

3.6   Carry out observations and assessments including:
   a. identification of the purpose of the observation or assessment being undertaken
   b. selection of observation and assessment methods or tools for purpose identified
   c. undertaking and recording the observations and assessments
   d. reflection on the observation and assessments explaining how they have been used to inform development and practice
   e. clarification on the accuracy of the observations and assessments and responding to **constructive feedback** from those who receive them.

Learners need to apply knowledge and understanding of the importance that observation and assessment plays in the Early Years sector, making links to current frameworks and guidance. Learners will be introduced to a number of different observation and assessment techniques and tools in order to gain an understanding of their uses in the Early Years sector.

It is important that learners develop a clear understanding of the purpose and benefits combined with practical experience of observation and assessment methods and the skills involved in recording and using them.

Topic 3.1
Service provision:
- appropriateness of provision
- staff
- environment
- planning
- room layout
- session/day
- sharing information
- current Early Years curriculum framework.

Monitoring processes:
- understand child's current competence level
- assess interactions (adult/child; adult/child/child; child/child)
- assess specific events
- identify and support additional needs
- identify and support skills
- identify and support likes /dislikes
- balance adult led and child initiated learning
- planning of next steps to develop and extend children's learning and thinking.

Topic 3.2
Learners will examine the **factors** needed to carry out effective observations and assessments including the difficulties that may occur.

Physical factors
- staff resource
- timeliness
- method
- setting/area
- safety
- child development
- health and wellbeing of child
- child's age stage and interests
- additional needs.

Ethical factors
- permissions to observe
- rights to refuse to be observed
- confidentiality
- appropriate behaviour of observer

- legal
- freedom from bias – objectivity rather than subjective
- providing learning experiences, environments and opportunities appropriate to the age stage and needs of individuals and groups of children.

Legal factors
- Data Protection Act
- Welfare standards.

Topic 3.3

Regular observation and assessment are extremely effective ways to monitor child development, assess service provision, and support an enabling environment and referrals for additional support needs. Observations and assessments must be legible and meet legal requirements that relate to recording, sharing and storing of information.

The rationale for using the different methods should be understood in order that learners can put this into practice. It is expected that learners will be taught the range of observation methods and know the appropriate situations they should be used in

Information from parents and carers is important when assessing development and how this is included in assessing should be considered as it is an integral part of the Two Year Progress check.

Statutory requirements:
Two year progress check
EYFS profile

Setting requirements:
Term summaries for parents
Individual educational plans
Learning Journey
WOW voucher or similar achievement records

As part of the on-going recording and monitoring systems in Early Years settings, observations and assessments are a powerful tool that can enable:
- informed planning
- informed understanding of a child's individual needs
- reflection on the appropriateness of provision
- sharing of information with others
- assessment of specific children, groups, interactions, the learning environment and staff.

Topic 3.4
Others:
- parents/carers
- child
- practitioners
- key persons
- SENCo
- other settings
- other professionals and service.

Topic 3.5

If the development of children is not following the expected pattern, it is important to not only recognise this but also to implement early intervention to maximise development and promote positive outcomes. Accurate observations and assessments are an integral part of the referral process linked through the SEND Code of Practice 0-25 Years (Graduated Approach).

If there are concerns about a child then observations and assessments can be included to support referral for support through the Common Assessment Framework and to Local Safeguarding Children Board (LSCB).

Referrals
Additional support:
SENCo
Speech and Language Therapists
Educational Psychologist
Communication and Interaction teams
Teaching Advisory Services
Individual Education Plan (IEP)

Safe guarding:
Designated Child Protection Officer (DCPO)
Local Safeguarding Children's Board (LSCB)
Social Services
Police

Legal guidance
SEND Code of Practice 0-25 Years 2001
Welfare Guidance for Early Years
Setting policies and procedures
(Two Year Progress Check/EYFS Profile)
Ofsted

Consideration should be given to tensions between maintaining confidentiality and openness especially where observations/assessments may be used to refer children for additional support or where abuse is suspected.

Topic 3.6

Learners should be guided in their choice of observation and assessments methods and tools to ensure current curriculum guidance on assessment is followed.

Others who may support the learner when carrying out observation and assessment:
- key worker
- team members and colleagues
- other professionals
- parents
- children.

Constructive feedback
- verbal
- written
- recorded (audio/video)

- positive
- negative
- objective
- factual
- evidence based.

Guidance for delivery

Learners will need to be guided in research and through focussed activities to support the underpinning knowledge of child development prior to undertaking the practical observations in settings. Learners should be supported in using the current curriculum guidance and National Occupational Standards that provide the principles and values for working with children in the Early Years.

Links with characteristics of effective learning, the development of the child and theory should be promoted so that learners start to see the holistic nature of their roles in supporting development, practice and their own development.

Supporting activities for objective and subjective records must be used so that learners understand the factual and evidence based requirements when observing and assessing. It is important that focus is on individuals and that assumptions about development are minimised.

The different observation methods and assessment methods and tools must be covered as well as techniques for evaluating the records in ways that supports and promotes development and quality of planning. Video resources available on the internet can provide situations for the learner to practise their observation skills in the classroom prior to using them in the setting.

Learners should be encouraged to consider how data collected through observation and assessment can be utilised. In particular, to think about how both quantitative and qualitative data interpretations could be made which may enhance understanding and rigour of processes.

Learners will use and practise the different techniques in placement(s) to support understanding of appropriate methods for different situations and purposes. They will look at the need for objectivity in recording what they see (being made aware of personal values, beliefs or experiences that may affect judgements); how to evaluate their observations to make valid and reliable assessments, and draw appropriate conclusions. Learners will watch carefully, record accurately and make appropriate judgements about all aspects of their work. It is expected that learners will use observational skills to carry out observations and assessments to cover different aspect of setting practice including a longitudinal study of a child to bring together the developmental and observational aspects of this unit.

Ideally this unit should be combined with the unit on child development theory as this will provide insight into how current practice has developed. Learners will be able to gain knowledge about how and why things are done and a deeper understanding of child development. It is anticipated that learners will undertake ongoing observations and assessments across work placement(s) and in a variety of situations to support the other units of their study.

Learners should also be directed to consider their own level of competence in written and verbal English when recording data. Observations and assessments may be in written or verbal formats. The use of a cover sheet could be advantageous if the learner is new to observing and assessing and would provide comprehensive

information about the observation/assessment. This could include the following information:

- child's name
- child's age
- date
- name of observer
- the specific setting or area of setting
- permissions gained
- aims and purpose of observation
- start and finish times.

It may be useful to evaluate the information obtained through observations in the form of graphs or charts to provide a visual representation of events, e.g. a tracking observation could produce more information as a pie chart showing the amount of time the child spent at each activity. An event sample or ABC could be represented as a graph to show the incidence of the unwanted behaviour over the period of a week or day that may give a better idea of the triggers to the behaviour.

Evaluations should be linked to relevant theory, curriculum and development sequences.
Reflections may include looking at how the learner has planned next steps for learning and development for children, meeting the needs of the child, meeting the interests of the child, developed own practice , supported improving the quality of service provision. The reflections should also take into account:

- ethical issues
- the validity of outcomes
- the outcomes.
- deciding ways forward as supported by outcomes.
- adjusting planning appropriately
- monitoring progress
- being clear on how the outcomes will be disseminated, and to whom.

Employer engagement
Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

Suggested learning resources
Websites
Society for Neuroscience. Brain facts: A primer on the brain and nervous system. Available online at:
http://www.brainfacts.org/~/media/Brainfacts/Article%20Multimedia/About%20Neuro science/Brain%20Facts%20book.ashx

Fernando Gómez-Pinilla (2008) Brain foods: The effects of nutrients on brain function. *Nature Reviews Neuroscience*, 9(7): 568–578. Available online at: **http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2805706/**

Graham Allen MP. Early intervention: The next steps. Available online at: **https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284 086/early-intervention-next-steps2.pdf**

Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) (2010) Engaging families in the early childhood development story. Available online at: **http://www.scseec.edu.au/site/DefaultSite/filesystem/documents/Reports%20and%20 publications/Publications/Early%20childhood%20education/Engaging%20Families%2 0in%20the%20ECD%20Story-Neuroscience%20and%20ECD.pdf**

Center on the Developing Child, Harvard University. Five numbers to remember about early childhood development. Available online at: **http://developingchild.harvard.edu/resources/multimedia/interactive_features/five-numbers/**
National Scientific Council on the Developing Child and the National Forum on Early Childhood Policy and Programs. The foundations of lifelong health are built in early childhood. Available online at: **http://developingchild.harvard.edu/resources/reports_and_working_papers/foundati ons-of-lifelong-health/**

Bruce D. Perry (2002) Childhood experience and the expression of genetic potential: What childhood neglect tells us about nature and nurture. *Brain and Mind*, 3: 79–100. Available online at: **http://www.brainwave.org.nz/wp-content/uploads/2012/05/MindBrain.pdf**

Zeisel, S. H. (2004) Nutritional importance of choline for brain development. *Journal of the American College of Nutrition*, 23(6 Suppl): 621S–626S. Available online at: **http://www.ncbi.nlm.nih.gov/pubmed/15640516**

Impact of maternal nutrition on foetal development. Available online at: **http://www.mednet.ca/en/report/impact-of-maternal-nutrition-on-fetal-developmen.html**

National Scientific Council on the Developing Child (2005/2014) Excessive stress disrupts the architecture of the developing brain: Working paper 3, updated edition. Available online at: **http://developingchild.harvard.edu/resources/reports_and_working_papers/working_ papers/wp3/**

The role of stress in brain development: The gestational environment's long-term effects on the brain. Available online at: **http://dana.org/Cerebrum/2012/The_Role_of_Stress_in_Brain_Development__The_Gest ational_Environment%E2%80%99s_Long-Term_Effects_on_the_Brain/**

Center on the Developing Child at Harvard University. (2012). The science of neglect: The persistent absence of responsive care disrupts the developing brain: Working paper 12. Available online at:
http://developingchild.harvard.edu/resources/reports_and_working_papers/working_papers/wp12/

Bremner, J. Douglas (2006) Traumatic stress: Effects on the brain. *Dialogues in Clinical Neuroscience*, 8(4): 445–461. Available online at:
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3181836/

Child Welfare Information Gateway (2009) Understanding the effects of maltreatment on brain development. Available online at:
http://www.ocfcpacourts.us/assets/files/list-758/file-938.pdf

Ramakrishna, T. (1999) Vitamins and brain development. *Physiological Research*, 48(3): 175–187. Available online at: **http://www.ncbi.nlm.nih.gov/pubmed/10523053**

The impact of early adversity on children's development. Available online at:
http://developingchild.harvard.edu/download_file/-/view/65/

Department for Education (DfE) (2014) *Statutory Framework for the Early Years Foundation Stage*. Available from **https://www.gov.uk/government/publications/early-years-foundation-stageframework**

Common Assessment Framework. Available from
http://webarchive.nationalarchives.gov.uk/20130903161352/
http://www.education.gov.uk/childrenandyoungpeople/strategy/integratedworking/caf/a0068957/the-caf-process
Observation methods
http://sociallyspeakingllc.com/my-mission-for-socially/free-pdfs/understanding_behavioral.pdf

https://www.msu.edu/~mandrews/mary/obs__methods.htm

Forman, G. & Hall, E. (2005) Wondering with children: The importance of observation in early
education in *Early Childhood Research and Practice,* Vol 7 No 2. Available from
http://ecrp.uiuc.edu/v7n2/forman.html

Assessments
http://www.edudemic.com/summative-and-formative-assessments/

https://www.gov.uk/progress-check-at-age-2-and-eyfs-profile

http://www.foundationyears.org.uk/files/2012/03/A-Know-How-Guide.pdf
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301256/2014_EYF

S_handbook.pdf

NB Video sources for this unit can be found on the EYFS CD that accompanied the original 2008
version of the guidance materials, and also the following websites have useful clips:
Teachers TV: **http://www.tes.co.uk/teachers-tv-early-years-videos#.U6aTeMsg_IV**
YouTube (a series of 17 clips containing voice-over explanations):
https://www.youtube.com/playlist?list=PL7914115EB65911A5
YouTube: Why we need to observe explained:
www.youtube.com/watch?v=jNMsEEWxr_I

Teachers' media also have lots of clips that can be accessed, but you need to register to view and use them. Available from: **www.teachersmedia.co.uk/videos**

Unit 003   Principles of safeguarding and health and safety of children

UAN:	H/506/0047
Level:	Level 3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to gain knowledge of safeguarding and Health Safety within the Early Years sector. The unit will allow the learner to apply their knowledge to the work setting when faced with real life situations under the supervision of their mentors.

The unit will begin by exploring the legislation, statutory guidelines, policies and procedures that are current to the sector and settings in which they are placed, examining their roles as practitioners and those of the wider sector.

Taking into account the risks that will be present and the ways in which these can be monitored to allow children to be kept safe but allowing risks to be taken in appropriate situations and environments.

The learners will understand how they can actively keep children safe and the hazards that may occur whilst using technology at home and in the setting.

The unit will take the learners through their placement(s) documentation in order for them to fully understand which policies and procedures are appropriate for differing situations including child protection, off-site visits, arrival and departures through to the prevention of infection and the protection they must consider for themselves in regards to safeguarding and Health and Safety.

Learning outcomes

In this unit, learners will be able to:
1. understand how legislation, statutory guidance and procedures safeguard children in the Early Years sector
2. recognise and manage risks to health, safety and security in a work setting or off-site visit.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand how legislation, statutory guidance and procedures safeguard children in the Early Years sector

Topic:

1.1 Legislation, statutory guidance, policies and procedures affecting safeguarding the health and safety of children in the Early Years sector including:
   - a. Health and well-being
   - b. Duty of care
   - c. Child protection within the wider concept of safeguarding children
   - d. Protecting the practitioner
   - e. **Day-to-day** work
   - f. e-safety
   - g. Rights of children
   - h. Rights of parents

Topic:

1.2 The practitioner's roles and responsibilities in relation to safeguarding

Topic:

1.3 How a child may be placed at risk of harm or abuse in relation to:
   - a. the wider concept of safeguarding
   - b. personal and external factors

Topic:

1.4 **Categories, signs and symptoms** that indicate a child may have been harmed or abused

Topic:

1.5 Support for children and their parents / carers in situations where harm or abuse is suspected or alleged

Topic 1.1

Learners should be directed towards the following pieces of legislation, statutory guidance, policies and procedures:
- UNCRC 1989
- The Children Act 1989
- The Children Act 2004
- The Childcare Act 2006
- The Health and Safety at Work 1974
- Equality Act 2010
- Working together to safeguard children 2015

- Common Assessment Frameworks
- The Early Years Curriculum (Statutory Guidance)
- SEND Code of Practice 0-25 Years
- Prevent Duty and Counter Terrorism and Security Act 2015.

Policies and procedures influencing **day-to-day** practice to include:
- arrival and departure of children
- child protection
- risk assessment
- CRB/DBS
- lone working
- whistleblowing
- behaviour
- personal care
- off-site visits
- ICT
- recording, reporting and sharing concerns.

E-safety/ICT: types of Information Technology that a child has access to, it may include computers, mobile phones, game consoles, hand held consoles, tablets, MP3 players, televisions, providers and on-line search engines.

The learner should include information about images, pictures and unauthorised sharing of photos of children, accessing games via tablets, laptops and phones.

Topic 1.3
- **Wider concept of safeguarding** to include**:**
  - female genital mutilation
  - exorcism
  - mutilation
  - diet
  - Health and Safety, risk assessments
  - child exploitation
  - trafficking
  - extremism and radicalisation
  - forced marriages.

- **Personal factors** to include:
  - maternal health
  - health status
  - disability
  - sensory impairment
  - learning difficulties
  - immunisation.

- **External factors** to include**:**
  - poverty and deprivation
  - family environment and background
  - domestic violence
  - family circumstance
  - exposure to substance use or misuse.

Topic 1.4

Categories to include**:**
- domestic
- physical
- emotional
- sexual
- neglecting
- bullying – may include:
  - direct or indirect bullying of the child
  - physical
  - verbal
  - emotional
  - cyber bullying
  - specific types of bullying, which can relate to all the above, such as homophobic or gender-based, race, relating to special educational needs and disabilities.

Using the categories identified, learners must be able to recognise **signs and symptoms** e.g. changes in behaviour.

Teaching of this outcome should also include the process of grooming and threatening behaviour.

Topic 1.5
Learners must understand the support for children and their parents/carers :
- observations and assessments
- other records and reports
- following current legislation, policies, procedures and guidance
- listening to and empowering children
- referrals and seeking advice and support from specialists
- training
- counselling.

Learning outcome:
2. Recognise and manage risks to health, safety and security in a work setting or off-site visit

Topic:
2.1   How to ensure healthy, safe and secure **environments** for children

    a. **Environments:**
- i.   indoor
- ii. outdoor
- iii. emotional
- iv. familiar
- v.   unfamiliar

    b. **Factors:**
- i.   legislation and guidance
- ii. balancing rights and risks
- iii. age, stage, needs and ability of children
- iv. risk assessment

Topic:

2.2   Risk assessments and dilemmas to include:

   a. processes for carrying out risk assessments

   b. hazards

   c. daily check-lists

   d. monitoring

   e. dilemmas between rights and choices of children and duty of care

Topic:

2.3   Systems for supporting health and safety which may include referral or informing other agencies in relation to:

   a. entering and leaving setting

   b. off-site visits

   c. accidents

   d. incidents

   e. missing child

   f. emergencies

   g. illness

   h. exclusion periods for infectious diseases

Topic:

2.4   Carry out risk assessments to identify potential hazards to the health, safety and security of children families, other visitors and colleagues

Topic:

2.5   Follow policies, procedures and practice in relation to:

   a. receiving children into the setting

   b. ensuring their safety on departure

   c. off-site visit

   d. emergency evacuation

   e. accidents

   f. supporting children to explore and manage risk and challenges

Topic 2.1

The learner will know of the following Acts and how they are embedded in policies and procedures within work settings to include:

- The Health and Safety at Work Act 1974
- The Health and Safety (First Aid) Regulations 1981
- The Regulatory Reform (Fire Safety) Order 2005
- The Equality Act 2010
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Control of Substances Hazardous to Health Regulations 2002.

The learner will be able to show that they can understand what balanced risks are in relation to risk management to include:

- avoiding excessive risk taking
- not being excessively risk adverse
- recognising the importance of risk and challenge to children.

Topic 2.2
Learners will be aware that dilemmas can occur between parents, staff, children and also other agencies. This could be regarding gender, health, diet, activities, cultures and religion. The learner needs to understand that even though children's choices and rights should be promoted, it is important that health and safety is taken into consideration.

Guidance for delivery

The welfare of the child is paramount and is one of the fundamental principles that underpins work in Early Years and this unit in particular. The learner needs to understand how important their role is in safeguarding the health and safety of children.

The learner should be guided to have a sound knowledge of not only the current legislation but the background to it that informs current policies, procedures and practice in settings. The emphasis of safeguarding may change depending on Governments which means that learners should be supported in accessing current guidance through the LSCBs, training and other agencies to ensure that they are up to date.

Learners need to recognise that safeguarding the welfare of children is about more than just protecting children from abuse. It includes promoting their interests, keeping them safe and protecting their rights. This includes understanding the duty of care that practitioners have to work within the law, carrying out tasks that they are trained and competent to do and to maintain safe working practices. To do this learners need to be aware of laws relating to their work, the standards that they are expected to meet and the policies and procedures relating to the work place they are in.

Learners need to be aware of the lessons to be learnt from cases of serious abuse and the death of children at the hands of others and the role practitioners have in sharing information and data protection that supports them in protecting children in their care from harm. Laws are in place that supports parents as well as children in cases of suspected abuse so learners should know when, with whom and how to record, share and store different types of information. This should include a thorough understanding of the categories, signs and symptoms of abuse, and bullying. As ICT is now a frequent part of children's lives learners should also consider the implications for safeguarding the health and safety of children when using mobile devices, computers and other forms of technology.

Children and their parents need to be sure that the setting and staff are providing a safe, secure and stimulating place for children to learn and develop. Each child is a unique individual with differing needs, abilities levels of understanding which are influenced by the age and stage of development of each child, which means that where learners are working in mixed age settings or across age groups they need to understand child development as well as health and safety issues that could arise.

Learners will need to understand how the legislation for health and safety impacts on the work environment and may in some cases take priority over the current statutory guidance for Early Years (e.g. the need for written risk assessments – under the H&S Act 1974 any company that employs 5 or more people must have written risk assessments; however the current statutory guidance for Early Years says these can be optional). Learners should also be guided in understanding the difference between a risk assessment and daily check list.

Where possible learners should be encouraged to consider how to balance risk taking with the health and safety of the child to ensure self esteem, confidence and resilience are supported.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

Suggested learning resources

BBC news interview of the mother of a 2-year-old who left a nursery unnoticed and walked half a mile home (1.14) **http://www.youtube.com/watch?v=7a-9sgZSY-g**

'Stroud School – Early Years (**http://www.youtube.com/watch?v=YMKzaEjp-bo**
Video 'Moving and Handling in Childcare Settings by BVS Training' (3.04)
http://www.youtube.com/watch?v=bmBnQhjFMkY

Health Protection Agency: Guidance on Infection Control in Schools and other Child Care Settings**http://www.hpa.org.uk/webc/hpawebfile/hpaweb_c/1194947358374**

Stroud School – Early Years' **http://www.youtube.com/watch?v=YMKzaEjp-bo**

Health and Safety Executive **http://www.hse.gov.uk/**

Health and safety legislation: laws in the workplace
http://www.hse.gov.uk/legislation/

National Children's Bureau: safety information and resources
http://www.ncb.org.uk/what-we-do/publications/support-resources/health-and-safety-in-early-years-and-childcare

HALE Series on Knowledge Transfer and Best Practice
http://www.haletrust.com/system/files/Positive+Risk+Taking.pdf

http://practicebasedevidence.squarespace.com/storage/pdfs/OpenMind-PositiveRiskTaking.pdf

Ofsted factsheet called 'Serious accidents, injuries and deaths that registered providers must notify to Ofsted and local child protection agencies'**http://www.ofsted.gov.uk/resources/factsheet-childcare-serious-accidents-injuries-and-deaths-registered-providers-must-notify-ofsted-an**

Health and safety legislation: laws in the workplace
http://www.hse.gov.uk/legislation/

National Children's Bureau: safety information and resources
http://www.ncb.org.uk/what-we-do/publications/support-resources/health-and-safety-in-early-years-and-childcare

Video Nursery manager's guide to infection control
http://www.youtube.com/watch?v=vYwypSLiaTU 'Hand Washing Technique' (1.17)
http://www.ndna.org.uk/Resources/NDNA/Public%20Factsheets/NDNA%20Manag_s%20Guide%20FINAL%20WEB.pdf

A child's safety to be compromised when playing online games (approx. 2 minutes).
www.youtube.com/watch?v=d5kW4pl_VQw

This clips highlights online game safety for 5 to 7-year-olds (approx. 8.5 minutes).
www.youtube.com/watch?v=-nMUbHuffO8

CBBC Newsround wonderwebworld: Caught in the web (approx. 14 minutes).
www.youtube.com/watch?v=kgCNGvL0g1g (The clip demonstrates internet safety)

Thia cartoon shows tips for social network site safety (approx. 2 minutes).
www.youtube.com/watch?v=y-k4q6V7ERc
Useful websites:
CEOP - **http://www.ceop.police.uk**
http://thinkyouknow.co.uk/
NSPCC - **www.nspcc.org.uk**

These can be viewed in more detail on the VSC website found at the following address: **http://www.videostandards.org.uk/VSC/games_ratings.html**

Also refer to Child Exploitation and Online Protection site www.ceop.police.uk
http://www.mumsnet.com/internet-safety/mobile-phones

https://www.nspc.org.uk/inform/research/briefing/child_protection_system_in_the_uk_wda48949.html

Riggs, A (2010). Childhood Emotional abuse and the attachment system across the lifecycle; what theory and research tell us *Journal of Aggression , Maltreatment & Trauma* 19:5 -51 full text available from **http://www.childmatters.org.nz/57/learn-about-child-abuse/risk-factors**

ttp://www.tandfonline.com/doi/abs/10.1080/10926770903475968#.U3T9mssU_IU

http://www.safeguardingchildren.co.uk/section-2.html

Save the Children a direct role in overseeing its implementation, under Article 45a. -
See more at: **http://www.savethechildren.org.uk/about-us/what-we-do/child-rights/un-convention-on-the-rights-of-the-child#sthash.sSHespZC.dpuf**

http://www.4children.org.uk/Files/b0a1ee58-042b-4c84-8fd6-9f4b00f5f7d5/PolicyPractice4.pdf

http://www.cipd.co.uk/hr-resources/factsheets/whistleblowing.aspx

http://www.childrenssociety.org.uk/sites/default/files/tcs/promoting_positive_well-being_for_children_policy.pdf

Unit 004   Promoting children's health and welfare and their diversity, equality and inclusion in the Early Years sector

UAN:	K/506/0048
Level:	Level 3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to promote the health and welfare of children within the Early Years setting and to incorporate diversity, equality and inclusion within their practice.

The learner will learn about how they can promote and support children and their families in the overall wellbeing and health of children. This will also include their own delivery and understanding of equality, diversity and inclusion within their practice.

Learners will combine both knowledge and competency to achieve this unit. The learner will also use their experiences to reflect on their practice enabling them to learn from and improve on their professional development.

Learning outcomes

In this unit, learners will be able to:
1. promote health, welfare, equality, diversity and inclusion requirements within the Early Years sector
2. promote positive health and well-being for children
3. promote and meet the nutritional and hydration needs of children.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Promote health, welfare, equality, diversity and inclusion requirements within the Early Years sector

Topic:

1.1 National **legislation** and policy promoting children's health and welfare in the Early Years sector covering:
   - a. current health and welfare **Early Years requirements and statutory guidance**
   - b. Equality, Diversity and Inclusion
   - c. setting policies and procedures

Topic:

1.2 The importance of applying and challenging practice in a way that promotes positive change in relation to:
   - a. equality
   - b. diversity
   - c. inclusion
   - d. participation
   - e. discrimination

Topic:

1.3 Social and medical models of disability and their impact on practice

Topic:

1.4 The importance of promoting inclusive practice, positive attitudes and respect in relation to:
   - a. values
   - b. beliefs
   - c. cultures
   - d. religion
   - e. disability
   - f. preferences
   - g. specific requirements
   - h. family circumstances

Topic:

1.5 Promote and model equality, diversity and inclusion in the setting with colleagues, parents/carers and children.

Topic:

1.6 Reflect on practice and provision with regards to promoting equality, diversity and inclusion

Topic 1.1

Early Years requirements
- provision of services and access
- children
- the practitioner
- volunteers, colleagues and other professionals
- indoor and outdoor environment
- ratio
- themes and principles.

Legislation and statutory guidance
- UNCRC 1989
- The Children Act 1989
- The Children Act 2004
- The Childcare Act 2006
- The Health and Safety at Work 1974
- Equality Act 2010
- Working together to safeguard children 2015
- Common Assessment Frameworks
- The Early Years Curriculum and statutory guidance
- SEND Code of Practice 0-25 Years

Topic 1.2

Learners will need to know the terms: equality, diversity, inclusion, participation, discrimination and how they would apply them within practice, planning activities, selecting resources, language used and cultural awareness. This must reflect children and adults.

Types of discriminations: 9 types identified within the Equalities Act 2010.

Learners should be aware of how to challenge discrimination and discriminatory practice in a positive way.

Topic 1.3

The learner should cover social and medical models of disability to explain how positive attitude and respect help to promote inclusive practice.

Topic 1.4

The learner must ensure own personal attitudes, values, beliefs do not impact on inclusive practice.

Topic 1.5, 1.6

This should also include planning activities, selecting resources, language used and cultural awareness.

2. Promote positive health and well-being for children

Topic:

2.1   Factors which effect children's health and well-being including:
- a. signs and symptoms of common childhood illnesses
- b. personal care needs
- c. immunisation programme for children 0 - 7 years
- d. environment
- e. physical activity
- f. routines
- g. infection and cross contamination

Topic:

2.2   Process and procedure for managing and recording children's health and well-being to include:
- a. moving and lifting children
- b. illness
- c. administering medication
- d. infection and cross contamination

Topic:

2.3   The roles of key health professionals and sources of professional advice in promoting positive health and well-being for children

Topic:

2.4   Promoting children's health and well-being to include:
- a. planning for children's personal care
- b. supporting children's personal care
- c. hand washing
- d. showing respect to the child
- e. engaging with children during personal care to support learning and development
- f. completing accurate records and reports for personal care
- g. using Personal Protective Equipment (PPE)
- h. safe disposal of waste

Topic 2.1

Learners should be aware of any recommended exclusion periods for common childhood illnesses.

The learner will explain and offer examples in their practice of how they support the health and welfare of children with in their placement. This should cover the routines, the environment, indoor and outdoor activities.

Topic 2.1, 2.4

The learner should be able to show their understanding of children's personal care

needs with regards to:
- play, rest and sleep times
- nutrition and hydration
- sun awareness
- care of nappy area
- dressing and undressing
- toileting
- supporting independence and self-care
- encouraging and modelling good personal hygiene with children
- care of skin, hair, teeth
- medications.

Topic 2.3
The learner should have a detailed knowledge of who works in the health sector and those that will have contact with children and in what capacity. They need to know about health workers, doctors and specialist that will support and promote children's wellbeing.

Learning outcome:

3. Promote and meet the nutritional and hydration needs of children

Topic:

3.1 Preparation and storage of food, formula and breast milk safely according to health and safety guidelines and parents/carers instructions in respect of:
   a. food allergies
   b. intolerances
   c. special diet
   d. cultural preferences and requirements

Topic:

3.2 Current government guidance on nutritional and hydration needs of children

Topic:

3.3 Methods of educating children and their parents /carers in effective food management

Topic:

3.4 Plan balanced meals, snacks and drinks for children following hygiene practices with regards to:
   a. food preparation and eating areas
   b. own hand washing
   c. children's hand washing
   d. infection and contamination
   e. safe disposal of waste

Topic:

3.5 Engage children whilst participating in meals and snack times to:

a. eat a healthy balanced diet

b. promote group learning and socialisation

Topic 3.2

Learners should know the current statutory guidance for Early Years with regard to nutrition and hydration as well as having regard for Government non-statutory guidance on healthy lifestyles which included nutrition and activity.

Some useful sources of information:
EYFS statutory guidance
5 a day
Eat Better Start Better
Fit for Life programmes
EU Food information Regulation 2014

Topic 3.3

The learner should be able to describe methods of food management such as:
- portion control
- balanced diet
- food phobias
- hygiene
- allergies and intolerances.

Guidance for delivery

The learner should be able to show that they understand childhood illness including the exclusion periods. It is recommended that the Health Protection Agency communicable diseases poster is used to support this.

Learners need to be aware of possible infection and cross contamination when immunisation programmes/vaccines have been administered

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

Suggested learning resources

The Equality Act 2010 (2.36 minutes) **www.youtube.com/watch?v=PU6ODAUOvEE**

Types of Discrimination (3.42 minutes) Link to AC 1.5
www.youtube.com/watch?v=_TbvuqRMUO4

Link to the easy read Equality Act 2010 **www.gov.uk/government/publications/easy-read-the-equality-act-making-equality-real**

Children and young people website an article (August 2010) which discusses the change of language used by the new Government relating to Children Act 2004 and 'Every Child Matters' agenda **www.cypnow.co.uk/cyp/news/1053008/government-clarifies-ban-every-child-matters**
UNICEF **www.unicef.org.uk**

Documents relating to Children and Families Act 2014, Children Act 2004, Childcare Act 2006, SEN Code of Practice, Current education curriculum requirements.

Suggested resources which can be used for further research or suggested reading:
This the Participation works partnership website
www.participationworks.org.uk/topics/early-years

A six-part guide on how to monitor and evaluate children's participation in programmes, communities and in wider society – March 2014
www.savethechildren.org.uk/resources/online-library/toolkit-monitoring-and-evaluating-childrens-participation#sthash.OAvDng5m.dpuf

Website for the Equality and Human Rights Commission
www.equalityhumanrights.com/your-rights/human-rights/what-are-human-rights/human-rights-act

The Equality Act – What's new for employers
www.acas.org.uk/media/pdf/n/8/Equality_Act_2010_guide_for_employers-accessible-version-Nov-2011.pdf .

Understanding Disability – a good practice guide
uk.ettad.eu/Understanding%20Disability%20-%20guide%20to%20good%20practice.pdf

SCOPE **www.scope.org.uk/about-us/our-brand/social-model-of-disability** – further information regarding social and medical models of disability.

Effective Pre-school and Primary Education 3-11 Project (EPPE 3-11) Promoting Equality in the Early Years **www.ioe.ac.uk/EPPE_-_Promoting_Equality_in_the_Early_Years.pdf**

Video 'What is the social model of disability' (4.36 minutes).**www.youtube.com/watch?v=ObMG6-3QXws**

Food Standards Agency **http://www.food.gov.uk/**

Memorandum of understanding between the office for standards in education, children's services and skills and the food standards agency
http://multimedia.food.gov.uk/multimedia/pdfs/enforcement/enf-e-14-016a.pdf

Change 4 Life website – exercise, diet and healthy living
http://www.nhs.uk/change4life/Pages/change-for-life.aspx.

Improving Health and Wellbeing in the Early Years: Journey To Excellence' (2.28)
http://www.youtube.com/watch?v=Eu3XmFKRXCc

Childhood illness visual guide
http://www.nhs.uk/Tools/Pages/Childhoodillness.aspx

Slide 8 contains a link to a PDF called 'Routine childhood immunisations' from July 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315 489/PHE-Routine-childhood-imm-July-2014-03.pdf which supports learners to know the current immunisation programme for children aged up to 7 years.
NHS Choices – children's teeth
http://www.nhs.uk/Livewell/dentalhealth/Pages/Careofkidsteeth.aspx

Video A short introduction to the Family Nurse Partnership (4.01)
http://www.youtube.com/watch?v=1M0Rma5Rnh8

Common childhood illnesses, NHS Ashton, Leigh and Wigan
https://www.ssphealth.com/downloads/childhold_illness_booklet.pdf

Guide to the eat well plate
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/237 282/Eatwell_plate_booklet.pdf

Advice regarding food storage
http://www.nhs.uk/Livewell/homehygiene/Pages/how-to-store-food-safely.aspx

NHS Choices website regarding formula feeds
http://www.nhs.uk/Conditions/pregnancy-and-baby/pages/making-up-infant-formula.aspx#close

NHS Choices website regarding breast milk **http://www.nhs.uk/Conditions/pregnancy-and-baby/pages/expressing-storing-breast-milk.aspx**

Allergy UK website, which gives information on allergies and intolerances
http://www.allergyuk.org/index.php

Unit 005   Theories that underpin practice in the Early Years sector

UAN:	M/506/0049
Level:	Level 3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to understand the theories that underpin current practice. Learners will have a knowledge and understanding of significant and emerging theories and principles of children's personal, social, emotional, intellectual, behavioural, cognitive and biological development. Learners will identify how these have influenced current practice in three significant areas: child development and behaviour, enabling environments, practitioner interaction.

The unit integrates the topics of cognition, attachment, play and Early Years pedagogy with historical and emerging theories. This unit will enable the learner to know and understand how theories and approaches relate to the provision of a stimulating learning environment. Learners should be able to select and apply relevant theories in order to help each child to learn more effectively. Learners should be encouraged to relate their research across units included in the Diploma and discuss the affect that consistency of care in the very early stages of life can have on long term development and outcomes. This will provide links to parent-infant relationships and parenting styles.

This unit links to unit 002.

Learning outcomes

In this unit, learners will be able to
1. understand the theories that underpin current Early Years practice
2. understand the significance and importance of attachment for children
3. understand the importance of play in supporting children's learning and development
4. understand Early Years pedagogy and approaches in the Early Years sector.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand the theories that underpin current Early Years practice

Topic:

1.1 Research **cognitive, constructivist, humanist** and **behaviourist** to include social learning theories in relation to:

      a. child behaviour

      b. enabling environments

      c. practitioner interaction

Topic 1.1

When researching theories learners should be encouraged to compare, contrast and analyse the theories; practical applications and challenges to hypotheses that current research may have uncovered e.g. attachment theory informed key worker theory.

Theorists could include but are not limited to:

Cognitive/Constructivist

- Vygotsky
- Bruner
- Piaget
- Donaldson.

Humanist

- Maslow
- Rogers
- Chomsky.

Behaviourist

- Pavlov
- Skinner
- Bandura
- Erikson
- Kohlberg
- Bandura
- Dewey
- Freud.

Learners should research cognitive/constructivist theories which focus on the interactions of the child during play. The child constructs (builds) up its knowledge and understanding based on the experiences they have with the world around them.

Learners should be encouraged to examine the idea of schema and the staged approach to development. Learners should look at the different theorists and explore their findings making links to child development, current knowledge and curriculum.

Learners should know and understand what is meant by scaffolding, zone of proximal development and how this applies in practice.

Learners should consider classical conditioning when researching behaviourist theories although it is not used in modern day practice. Learners will recognise the fact that children react instinctively to the sound of a fire alarm or music for tidy up time; babies may anticipate food arriving by waving their arms or spoon in the air or a child may have a phobia of spiders etc.

Using Skinner's theory, learners need to understand operant conditioning with positive and negative reinforces and punishers and how these apply to managing behaviour techniques in use in settings. The understanding of the theory as a direct influence on the use of praise, encouragement and rewards within settings to promote appropriate behaviour.

Learners need to consider the social learning theory and its influence on being a good role model for others.

Learning outcome:

2. Understand the significance and importance of attachment for children

Topic:

2.1   Research attachment theories

Topic:

2.2   Explain the significance of attachment for children

Topic 2.1, 2.2

Learners should research the historical aspect of attachment theory to provide a sound understanding of its significance. This will include the work of:

- Bowlby
- Ainsworth
- Freud.

Attachment is looked at in its own right as it is arguably the most significant influence on the way in which children develop and learn. Attachment can have a large affect on development and learners should be able to explain the importance of positive attachment for children in terms of health and wellbeing as well as for future positive outcomes. The role of the practitioner should be explained and links made to theory and current curriculum guidance for practice.

Learners' research should include current thinking on attachment in light of changes to western society and the ways in which it views the role of women; key worker approach in Early Years settings and developments within biology which attribute

influences on how attachments are formed.

The historical research and theory needs to be considered alongside current approaches to support the learner in fully understanding the significance of this area in relation to parenting styles, their own working practice and current curriculum guidance within the Early Years sector.

Current debates and theorists could include:
- Bronfenbrenner
- Robinson
- Goldschmied et al.

Learning outcome:

3. Understand the importance of play in supporting children's learning and development

Topic:

3.1 Explore play theories

Topic:

3.2 Explain the importance of play for children's learning and development

Topic 3.1, 3.2

Play has been understood to form a valuable part of the way in which children learn and develop. Learners will explain some of the ideas of theorists and theories that have pioneered a play based curriculum in Early Years, including but not limited to:

- Froebel
- Isaacs
- Athey
- Bruce
- Smilansky
- Parton.

Play is singled out as it has a specific role in supporting the learning and development of children. The role and value of play theory as central to child development will be evaluated by learners through research and study into historical and current theory and approaches.

Learners will discuss the theories in light of the nature of play in childhood including its meaning and importance for children. They should outline the different ways in which play has been categorised, including the distinctive features of free flow play. Learners must also make links with key features of learning environments including the use of outdoor environments and the Forest school and nursery garden traditions.

Learners should make links between theory they are researching and current practice in settings.

Learning outcome:

4. Understand Early Years pedagogy and approaches in the Early Years sector

Topic:

4.1 Research Early Years pedagogy in the early years

Topic:

4.2 Explain how Early Years pedagogy and different approaches influence current Early Years provision

Early Years pedagogy seeks to bring together the theories and concepts from

different fields of study including psychology, sociology and education to create a holistic way of working with children.

Topic 4.1

Learners should understand Early Years pedagogy as a framework for the holistic education of young children as well as the current thinking on how to facilitate children's learning and development

- as individuals
- in group settings.

Topic 4.2

Early Years pedagogy combines children's curiosity to learn through play with guided interactions from adults that support and enhance learning opportunities. This can be explored using:

- Reggio Emilia
- High/Scope
- Montessori
- Steiner
- Te Whariki
- Bronfenbrenner.

Learners should consider the pedagogical approach that views learning as a holistic, enjoyable process offering meaningful experiences suited to children's abilities and not simply as product-oriented learning. Learners will explain how the role of the practitioner is to enable spontaneous rather than directed or guided learning for the child which encourages children to gather new knowledge and skills appropriate to their developmental stage.

Guidance for delivery

Learners should be given access to a wide range of sources, including original work, edited texts, internet, specific journal and related papers in order to gain a thorough understanding of the different theories and approaches.

Different sources should be provided as examples for learners to discuss and examine in taught sessions. Learners could be asked to carry out research on different theorists and approaches and then provide brief summary documents to share with fellow learners, which would provide a bank of knowledge for all learners and allow the teacher to confirm interpretation and understanding.

Learners should be encouraged to make links between real work practices and theory as they research this unit, through the use of observations, assessments, case studies and reflections on work placement practice; to research a number of different theorists and their theories who hold valid views that may be useful to consider.

By understanding each theoretical approach, parts of the theory can be used if the context, the child and the situation seem appropriate and it is a useful way to further understanding. It is not enough to teach children skills alone, learners need to know about children and how they develop.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

Suggested learning resources

General

Bruce, T. (ed) (2006) *Early Childhood: A Guide for Students*. London: SAGE publications.

Davenport, G C. (1994) *An introduction to Child Development*, 2nd edition. London: Collins

Macleod-Brudenell, I. (2004) Communication, Language and Development *in* Macleod-Brudenell, I. (ed) (2004) *Advanced Early Years Care and Education*. Oxford: Heinemann, pp. 175–204.

Post, J. and Hohmann, M. (2000) *Tender Care and Early Learning*. Michigan: High Scope Press.

Simply psychology (2011) John Watson [online; cited 4 July 2014] Available from: http://www.simplypyschology.org/classical-conditioning.html

Tassoni, P., Beith, K., Bulman, K. and Griffin, S. (2011) *Children and Young People's Workforce Early Learning and Childcare*. Harlow, UK: Pearson Education (Heinemann).

Walkup, V. (2004) Emotional and social development *in* Macleod-Brudenell, I. (ed) (2004) *Advanced Early Years Care and Education*. Oxford: Heinemann, pp. 95–138.

Wikipedia (2004) [online; cited 4 July 2014] Available from: http://en.wikpedai.org/wiki/john_ Dewey

Wood, D. (2002) *How Children Think and Learn*, 2nd edition. Oxford: Blackwell Publishing.

Attachment:

The first link has two video clips that will support learners to understand attachment needs of babies and links to practice (15 min clip) and a discussion from Maria Robinson about the importance of attachment (6 min clip):
http://www.educationscotland.gov.uk/earlyyears/prebirthtothree/nationalguidance/ninefeatures/attachments.asp

This second link contains nine video clips covering different aspects within early years practice:
http://www.educationscotland.gov.uk/earlyyears/prebirthtothree/nationalguidance/conversations/mariarobinson.asp

Review and criticisms of attachment theory:
http://www.personalityresearch.org/papers/lee.html

Play:

Play England: **http://www.playengland.org.uk/**

Froebel and Forest Schools:
http://www.forestschoolwales.org.uk/ysgol-goedwigforest-school/forest-school-ethos-history
http://www.forestschooltraining.co.uk/forest-school/the-learning-process/

Chris Athey and schema:
http://childrenscentre.pengreen.org/research/short_course/schema-spotting-an-introduction-to-working-with-schemas/

Bob Hughes taxonomy of play types: **http://playfulminds.co.uk/2013/01/14/bob-hughes-play-theorist-and-activist/**

Pedagogy and approaches:
Montessori – the following clip is 30 minutes and can be used to introduce Maria Montessori and her approach to learners:
http://www.youtube.com/watch?v=NyMqSG98a8M

Bronfenbrenner:
http://parenthood.library.wisc.edu/Bronfenbrenner/Bronfenbrenner.html
http://www.slideshare.net/aislado/bronfenbrenner-ecological-theory

Unit 006   Model, promote and support positive behaviour and transitions

UAN:	H/506/0050
Level:	Level 3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to develop knowledge and understanding of young children's behaviour to be able to promote positive behaviour and support children through transitions.

The purpose of behaviour management is to ensure effective learning for children and this requires learners to be knowledgeable and confident in theory and its application in order to support children's social emotional and behavioural needs.

Transitions are experienced by all children and they can have an impact on learning and behaviour. This unit will encourage learners to evaluate and reflect on practice in both these areas.

Children generally pick up that behaviour is either 'good' or 'bad'; however as practitioners learners must understand that behaviour is either acceptable or unacceptable. Learners may be introduced to this unit by asking themselves questions such as:

- As a child, what did I think about different types of behaviour?
- What happened to children who did not do as they were told or did something that an adult did not approve of?
- What happened as a result? How were they (you) treated? How did they (you) feel?

The transitions section of this unit calls for consideration of different changes that children may experience and how positive relationships can support them. Learners will consider the different types of transitions experienced by children and look at strategies to help them through these times. The links between behaviour and transitions will be explored as well as the influence that children's culture can have on these areas. Learners will make links between observations, assessments, theory and practice to support them in formulating the best support mechanisms for the children. Learners might like to use any transitions that they have experienced as a starting point for considering how they would help children to cope with new experiences and change. These could include: moving schools, starting this qualification etc., and how having support in the decisions and change process has helped them.

Learners should be directed to links with other units as follows:
- Unit 002: Child development and the effective use of observation and assessment
- Unit 005: Theories that underpin practice in the Early Years sector
- Unit 007: Working in partnership with parents and other professionals.

Learning outcomes

In this unit, learners will be able to:

1. model, promote and support positive behaviour
2. support children through transitions and significant events.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Model, promote and support positive behaviour

Topic:

1.1 Legislation, policies, statutory guidance, codes of practice and frameworks relating to positive behaviour

Topic:

1.2 Factors, feelings and reactions which influence acceptable and unacceptable behaviours in relation to:
- a. attachment issues
- b. key worker/person
- c. parenting styles
- d. marital relationships
- e. prime carer's mental health
- f. child's temperament
- g. practitioners' perceptions
- h. comfort items/objects
- i. poverty
- j. transitions

Topic:

1.3 The role of the practitioner and strategies for modelling, promoting and supporting positive behaviours

Topic:

1.4 Use of strategies to model, promote and support positive behaviour

Learners must be aware how their own behaviours and interactions affect working with colleagues, children and other professionals.

Topic 1.1

Learners need to have a regard for the following Legislation, policies, statutory guidance, codes of practice and frameworks which relate to positive behaviour:
- UNCRC 1989
- The Children Act 1989
- The Children Act 2004
- The Childcare Act 2006
- The Health and Safety at Work 1974
- Equality Act 2010
- Working together to safeguard children 2015
- Common Assessment Frameworks
- The Early Years Curriculum (Statutory guidance).

Topic 1.2

Learners need to consider what acceptable and unacceptable behaviour look like. Guidance should be given about how own values, beliefs and background can influence behaviour and how to avoid imposing learners' own views onto others when working with children.

Acceptable and unacceptable behaviour must take into account the needs (additional needs, English as an additional language), age, stage and development of the child.

Topic 1.3, 1.4

Learners should consider different strategies for modelling, supporting and promoting positive behaviour:

- use appropriate observations to identify behaviours and triggers to behaviours
- use a range of strategies to support children to gain an understanding of the expectations about their behaviour and the goals/boundaries in place
- work with key people and others to support behaviour
- use a range of strategies to support children to develop an understanding of the consequences of their behaviour
- ensure consistent responses to incidence of behaviour
- use praise to reinforce positive behaviour
- role model positive behaviour
- record incidences of unacceptable behaviour in line with setting requirements
- access help and support where there are concerns about the behaviour of children
- development of appropriate rewards or sanctions
- positive support for feelings and emotions
- resources for supporting social, emotional and behavioural development
- support emotional literacy
- implementation of individual behaviour plans.

The suitability of strategies is dependent on the needs (additional needs, English as an additional language), age, stage and development of the child.

The use of specific observation methods, assessment methods and tools for managing behaviour must be covered as well as techniques for evaluating the records in ways that supports and promotes positive behaviour for children.

Learners need to consider how to support children's self-esteem, confidence and resilience whilst modelling, promoting and supporting positive behaviour which empowers children to keep safe through making informed, positive choices that support their well-being.

Learning outcome:

2. Support children through transitions and significant events

Topic:

2.1   The transitions and significant events in children's lives

Topic:
2.2   The short and long term effects of the transitions and significant events

Topic:
2.3   How preparation and positive relationships can support children through transitions and significant events

Topic:
2.4   Prepare and support children through transitions and significant events building on the use of
- a. positive attachment relationships with parents, key persons and significant others in the child's life
- b. comfort objects
- c. promoting self esteem, confidence and resilience
- d. sharing records and relevant information between parents, carers and other professionals to support children in their transitions and significant events

Topic 2.1
Learners need to be aware of different transitions and significant events to include:
- weaning (moving from milk to solid food)
- moving from one activity to another (routines in a setting)
- moving to school
- starting and moving through day care
- birth of a sibling
- moving home
- living outside of the home
- family breakdown
- differing family dynamic
- loss of significant people
- loss of pets
- loss of comfort items e.g. dummy, toy, blanket
- moving between settings and carers
- potty/toilet training.

Topic 2.2, 2.3, 2.4
Learners should be encouraged to think about potential effects of transitions and how they need to prepare in order to support children, this may include partnership with:
- children
- parents/carers
- key workers, colleagues and other professionals.

Preparation for transitions means that learners should have an understanding of children's development and changes that occur (age, stage, maturity) which should

be taken into account when supporting children.

Strategies could include:
- empowering children to protect themselves and make decisions about safety
- positive, informed choices that support children's well-being and behaviour
- use observations and assessments to support transitions
- manage transitions and significant events in partnership with others
- reflect on how children have been supported through transitions or significant events.

Guidance for delivery

Suitable observation methods could include:
- ABC
- STAR
- Target child.

Learners should be encouraged to consider how data collected through observation and assessment can be utilised to identify triggers to behaviour, contribute to individual behaviour plans and strategies for managing behaviour. This will enhance the understanding of consistency in approaches to promoting positive behaviour and contribute policy development.

Learners should make links to relevant theoretical evidence, which may include but is not limited to:
- Social learning theory – Bandura (role model)
- Operant conditioning – Skinner (Positive, negative reinforces, punishers)
- Classical conditioning – Pavlov
- Attachment – Bowlby/Ainsworth

Children may well repeat or escalate behaviours and this should be considered when looking at the strategies and how to apply them.

Learners need to consider key principles and values including:
- the welfare of the child is paramount
- working in partnership with parents
- working in partnership with professionals

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

Suggested learning resources

General

Bruce, T. (ed) (2006) *Early childhood a guide for students*. London: SAGE publications

Davenport, G C. (1994) *An introduction to child development 2nd edition.* London: Collins

Lindenfield, G. (2000) *Confident children help children feel good about themselves* London: Harper Collins

Macleod – Brudenell, I. (2004) Communication, Language and Development *in* Macleod-Brudenell, I. (ed) (2004) *Advanced early years care and education.* Oxford: Heinemann pp 175 – 204

Post, J. and Hohmann, M. (2000) *Tender care and early learning.* Michigan: High Scope Press

Walkup, V. (2004) Emotional and social development *in* Macleod-Brudenell, I. (ed) (2004) *Advanced early years care and education.* Oxford: Heinemann pp 95 – 138

Wood, D. (2002) *How children think and learn 2nd edition.* Oxford: Blackwell Publishing

Websites
www.simplypsychology.org/bobo-doll.html

www.simplypsychology.org/operant-conditioning.html

DfE (2014) *Statutory Framework for the Early Years Foundation Stage* DfE Available from **https://www.gov.uk/search?q=early+Years+foundation+stage**

Carol Dweck's theory of motivation discussed by Geoff Petty available from: **teacherstoolbox.co.uk/T_Dweck.html**

Suggested organisations for transitions
Child Bereavement UK
Winston's Wish
Childhood Bereavement Network

Unit 007   Working in partnership with parents and other professionals

UAN:	K/506/0051
Level:	Level 3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to understand and recognise the importance of working in partnership with parents, carers, colleagues and other professionals and apply the skills the leaner will need in order to ensure that a child centred approach is used to support children's holistic development and well-being.

Current Early Years curriculums and Government initiatives highlight the need to ensure parents are fully engaged with their children's well-being and development and that a child's individual needs are met by working in partnership with the parents and other professionals.

This unit examines the importance of working with parents and how the parent is integral to their child's early learning and development. Learners will understand the different types of partnership working they may be required to participate in and will offer learners opportunities to explore how working in partnership with parents and other professionals may be affected by barriers and other factors. Strategies practitioners may use to remove or reduce these barriers will also be looked at in detail.

Learning outcomes

In this unit, learners will be able to:
1. work in partnership with parents within Early Years setting
2. work in partnership with colleagues and other professionals within Early Years setting.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Work in partnership with parents within Early Years setting

Topic:

1.1 The principles, policies and values that underpins parental involvement in their child's early learning in relation to:
   - i. working with adults
   - ii. working with children

Topic:

1.2 The importance of working in partnership with parents to include:
   - i. meeting the child's needs (holistic development and learning)
   - ii. ensuring health and well-being
   - iii. recognising the value of the parents and the home environment
   - iv. effective communication

Topic:

1.3 **Barriers** which may prevent partnership working to include:
   - i. family structure
   - ii. Personal, social and emotional (PSE)
   - iii. socio-economic status
   - iv. cultural
   - v. health and wellbeing
   - vi. work life balance
   - vii. own beliefs and attitudes

Topic:

1.4 Strategies used to overcome barriers which may prevent partnership working

Topic:

1.5 Working in partnership with parents to include:
   - i. supporting parents to recognise their value and contribution in their child's health well-being, learning and development and play
   - ii. using different strategies to support engagement with and by parents
   - iii. sharing records with parents and carers to promote their active participation in their child's progress

Topic:

1.6 Reflecting on practice to cover
   - i. own practice
   - ii. settings practice
   - iii. how this will improve working in partnership with parents

Topic 1.1

Learners will need to be aware of the 15 principles and values which underpin the 'Work with Parents Sector' as well as the principles and values which underpin the Early Years sector (EYFS Curriculum Standards for the Early Years Foundation Stage or current statutory guidance).

Topic 1.2

Learners will need to know the importance of working in partnership with parents in relation to providing consistency of care and ensuring a child centred approach is used. Learners must also understand who has parental responsibility of the child and what this entails for working in partnership.

Topic 1.3
Barriers

- Family structure:
    - lone parent
    - extended family
    - older/younger parents
- Personal, social and emotional PSE:
    - lack of confidence (may be resulting from lack of literacy skills; knowledge and motivation; own childhood experiences)
    - domestic violence
    - English as second language
    - consistent parental approaches
    - poor communication strategies
- Socio-economic status:
    - poverty
    - fear of being seen as needing help
    - fear of being judged
- Cultural:
    - language barriers (e.g. jargon; regional colloquialism: EAL)
    - what is culturally acceptable (e.g. the male only being allowed to participate in discussion or make decisions
- Health and well-being:
    - depression
    - bereavement
    - learning disability
    - disability
    - stress
    - ill health
    - addiction
- Work life balance:
    - time
    - multiple jobs
    - shift work
    - child minder drops off/collects child

- - - working away from home
- Own beliefs and attitudes:
  - lack of empathy
  - different opinions on bringing up children
  - religious or cultural beliefs
  - belief that the practitioner or parent knows.

Learners will recognise that barriers may be something the parent or the practitioner experiences, and distinguish between those barriers which are actual and those that may be perceived. Learners need to explore the barriers which may prevent them from working in partnership as well as barriers which may prevent the parent fully participating. There must also be an understanding that although the barrier may be the same for both the practitioner and the parent they can impact on the situation in a different way.

Teaching does not need to cover all of the barriers identified, but a selection of barriers relating to contexts being taught should be explored in detail.

Topic 1.4
Strategies may include, but not limited to:
- open door policy
- celebration of child's achievement (Wow vouchers/moments)
- displays/notice boards (parents and children's)
- daily diaries
- stay and play
- show and tell
- fundraising events
- joining the settings committees
- completing records and reports e.g. use of observations and assessments
- newsletters (soft or hard copy)
- craft sessions and workshops
- utilising parents skills / profession
- information sheets
- access to policy and procedural literature and information (using languages other than English where relevant) through different formats, audio recording and social media networks.

Topic 1.5
Learners are required to support parents' engagement as partners in their child's health, well-being, learning, development and play.

Learners will need to understand that supporting parents' engagement and using different strategies is relating to the child's holistic development and learners should be encouraged to think creatively and innovatively when identifying strategies to use.

Learners must be aware of the different records they are required to share with parents, either verbally or non-verbally, and distinguish between which records must

be written for legal purposes.

2. Work in partnership with colleagues and other professionals within Early Years setting

Topic:
2.1 Reasons for working in partnership with **colleagues and other professionals** to include:
- a. meeting the child's needs
- b. ensuring health and well-being
- c. effective communication
- d. to identify early intervention strategies

Topic:
2.2 **Barriers** which may prevent working in partnership with colleagues and other professionals to include:
- a. cooperative working between colleagues and other professionals
- b. time constraints
- c. large case loads
- d. shift work / fixed hours
- e. lack of respect of other professional expertise

Topic:
2.3 **Strategies** to overcome barriers to partnership working

Topic:
2.4 **Support** provided by professionals in the Early Years sector to families and children

Topic:
2.5 The practitioner role in effecting partnership working to support children and families in relation to:
- a. **legislation, statutory guidance and codes of practice** relating to **duty of care** in respect of identifying and acting on support needs
- b. identifying the factors that may lead to a support need
- c. dilemmas that may occur when identifying a potential support need

Topic:
2.6 Work in partnership with colleagues and other professionals
- a. use a range of effective communication strategies appropriate to the information being shared
- b. engage with colleagues and other professionals to meet the needs of children to enable them to progress
- c. contribute to completing written records and reports in a way that meets current legislation and setting policies and procedures

Topic 2.1
Colleagues and **other professionals** may include:
Colleagues: employers; line managers; practitioners; key person/key worker; SENco;

administrative staff; catering staff
Other Professionals: speech and language therapists; family support; sports coach; music coach/therapist; midwife; health visitor; behaviour therapists; school teachers

Learners must be able to explain the importance of partnership working, giving reasons which must include ensuring consistency of care, meeting the individual needs of the child and ensuring the child is at the centre of all practice.

Topic 2.2
Some of the **barriers** to working in partnership with colleagues and other professionals may be the same as those for working in partnership with parents (see 1.3) and learners should be aware of this when discussing different barriers here.

Topic 2.3
Learners need be aware of the range of strategies used to reduce barriers to working in partnership with colleagues and other professional. The learners also need to understand which strategy is best used in different situations. As with the barriers some strategies may be the same as ones used when working with parents.

Strategies may include, but not limited to:
- open door policy
- Effective communication when sharing information and knowledge (use of appropriate mediums for information being shared)
- completing records and reports e.g. use of observations and assessments
- access to policy and procedural literature and information through different formats,
- audio recording and social media networks
- time management
- utilising professional skills
- common values of working
- promoting mutual respect.

Topic 2.4 Learners will need to be aware of the support provided to children and their families by the range of professionals which have been identified. This should include the process of identification, referral, specialist support and resources available.

Support may include, but not limited to:
may include, but not limited to:
- enabling referral process for child or extended family
- multi-agency working (e.g. Common Assessment Framework; Team Around the Child; Core group)
- specialist expertise
- access to resources and services.

Topic 2.5
Learners will need to research legislation and what is meant by the term 'Duty of Care'. In order to do learners will need to be introduced to relevant **legislation, statutory guidance and codes of practice** such as:
- The Children Act (1989)
- The Children Act (2004)
- The Childcare Act (2006)
- Equality Act (2010)

- Working Together to Safeguard Children (2015)
- SEND code of practice 0-25 Years
- Common Assessment Frameworks
- Current curriculum statutory requirements.

Learners need to be aware of the different factors which can lead to a child and/or family requiring further support and partnership working (as per Topic 1.3).

Learners should refer to **barrier** list identified in Topic 2.2, in addition to the wider concept of safeguarding.

Learners should be aware of the different dilemmas a practitioner may face when identifying a potential support need which would require partnership working. Dilemmas may relate to the child, parent or professional situations however the learner should also take into account the effects of their own practice and ability when explaining potential dilemmas.

Guidance for delivery

To enable the learner to develop the skills required for effective partnership working, the learner will need to understand what is meant by effective communication and the importance of this. The learner will need to understand different communication strategies in order for them to later show how they communicate effectively. Teaching of communication must include strategies to promote effective two-way communication, barriers to communication, boundaries for confidentiality and information sharing

When thinking about working in partnership with parents guidance for learners must make them aware of how to support parents to recognise their value and contribution in their child's holistic development. In order to do this the learner will need to explore the parent role as being their child's first educator within their own environment and how learning is both formal and informal.

Teaching will include how the day-to-day policies within settings (e.g. Parent Partnership Policy; Confidentiality; Equal Opportunity; Safeguarding; Health & Safety) impact on working in partnership.

When referring to home learning, learners need to understand:
- the home influence e.g. cultural practices
- the role the environment plays at home e.g. stimulation
- how the home environment may influence the child whilst in the setting
- how to promote to the parents the importance of recognising children's achievements and building resilience e.g. child has made a model that they want to keep and share with parents
- the importance of talking to their child to engage them in socialisation and sustained shared thinking e.g. asking child to identify five friends they have interacted with and five activities they have participated in.

Learners need to be aware of the range of strategies used to reduce barriers to working in partnership with parents. The learners should consider which strategy is best used in different situations. Learners need recognise that whilst barriers may not be removed totally, they can be minimised or deflected so that the impact is lessened and that their contribution is important.

The learner will need to understand their role in engaging and working with colleagues and professionals in order for them to be able to later show that can engage with colleagues and other professionals to meet the needs of children to enable them to progress.

Written records and reports (e.g. diary sheets, nappy/toilet record, observation and assessment records, accidents and incidents) need to be completed in accordance with current legislation and setting policies and procedures e.g. Data Protection Act.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

Suggested learning resources

Speech and Language Therapy Transforms Lives Giving voice 6.11
www.youtube.com/watch?v=v35-ta1oURg

Working Together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children
http://media.education.gov.uk/assets/files/pdf/w/working%20together.pdf

Frank Fields report: The Foundation Years: preventing poor children becoming poor adults – Government report into poverty and life chances.
http://webarchive.nationalarchives.gov.uk/20110120090128/

http://povertyreview.independent.gov.uk/media/20254/poverty-report.pdf

Graham Allen report: Early Intervention the Next Steps
www.dwp.gov.uk/docs/early-intervention-next-steps.pdf – review requested by the Government on Early Intervention and its recommendations.

Further supporting evidence regarding effects can be accessed:
Understanding the Effects of Maltreatment on Brain Development
www.childwelfare.gov/pubs/issue_briefs/brain_development/brain_development.pdf

From Neurons to Neighborhoods: Old and New Challenges for Developmental and Behavioural Paediatrics JACK P. SHONKOFF, M.D
www.cccmaine.org/system/files/Neurons%20to%20Neighborhoods,%20Shankoff.pdf
.
Working in partnership – Early Childhood Forum
www.ncb.org.uk/media/217614/partnershipleaflet.pdf

The National Children's Deaf Society **www.ndcs.org.uk**

Foundation Years website
www.foundationyears.org.uk/making-it-happen/partnership-working-integration

Code of Ethics. Early Education. The British Association for Early Education
www.earlyeducation.org.uk/sites/default/files/Code%20of%20Ethics.pdf

www.gov.uk/parental-rights-responsibilities/what-is-parental-responsibility

http://familylives.org.uk/advice/your-family/parenting/parenting-in-same-sex-relationships/

www.jrf.org.uk/system/files/2132-parenting-literature-reviews.pdf
http://health.howstuffworks.com/pregnancy-and-parenting/understanding-family-structures-and-dynamics-ga.htm

Family and childcare trust
www.familyandchildcaretrust.org/parentchampions

Unit 008   Promote children's speech, language and communication development

UAN:	M/506/0052
Level:	Level 3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to acquire knowledge of how to promote children's speech, language and communication development within the Early Years. The unit will allow learners to up skill themselves to understand more about speech, language and communication development delay, ways in which they can promote it and how it can affect the development of the child holistically.

The unit begins with the learner looking at what is meant by the words speech, language and communication, from there the unit gives a grounding knowledge of how other areas of development are affected, how children are taught to read and say sounds and the impact of any delays with speech, language and communication.

They will learn how to support children, what positive effects can be made to the child and ways in which they can plan in order to support individuals in groups and individually. They will learn how they can plan the environment and how reflecting on their practice can develop themselves and the child.

Learning outcomes

In this unit, learners will be able to:
1. understand the importance of speech, language and communication for children's   overall development
2. support children's speech, language and communication development
3. contribute to maintaining a positive Early Years environment that supports communication, language, literacy and mathematics/numeracy.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand the importance of speech, language and communication for children's overall development

Topic:

1.1 How speech, language and communication skills promote children's development in relation to:
   a. literacy
   b. mathematics/numeracy
   c. emotional development
   d. behavioural development
   e. social development

Topic:

1.2 How systematic synthetic phonics supports the teaching of reading

Topic:

1.3 Impact of speech, language and communication **needs** on the overall development of a child, both in the short and long term

Topic 1.1

The learner must have a fundamental understanding of what is meant by speech, language, communication and Speech, Language and Communication Needs (SLCN).

Topic 1.2

Learners will need to be aware of systematic synthetic phonics in the teaching of reading and a range of strategies for developing early literacy and mathematics/numeracy.

Topic 1.3

The term **'needs'** refers both to the needs of the individual and to what society can do to support their inclusion. It implicitly looks both at the individual and how children play, learn, communicate and live.

Learning outcome:

2. Support children's speech, language and communication development

Topic:

2.1 How adults can effectively support and extend the speech, language and communication development of children during the Early Years

Topic:

2.2 The importance of practitioners recognising and responding to the varying levels of children's speech, language and communication when:
   a. settling into the setting
   b. planning activities for individuals and groups

2.3 Use of different **strategies** for providing support taking into account:
- a. age
- b. specific needs
- c. abilities
- d. home language where this is different from that of setting
- e. interests of the children

2.4 Use of **activities** to encourage children speech, language and communication development including:
- a. 1:1 basis
- b. group learning and socialisation
- c. sustained shared thinking

2.5 Evaluate the effectiveness of speech, language and communication support for children

Topic 2.1

Learners should explore the positive effects that adults may have in improving:
- speech, language and communication skills
- social interaction
- behaviour
- emotional development / self-confidence

Learners should consider the language that they use when communicating with children and others to ensure it reflects good use of English which is clearly spoken, free from jargon and supports the development of the child's speech and language.

Topic 2.2

The learner must understand the importance of how recognising and responding to children's varying levels of communication supports how children think, understand new situations, people and boundaries. Learners will need to be aware of how this impacts on the child's overall development.

Topic 2.3
Strategies:
- adapt own language
- scaffolding the child's language
- giving children the time and opportunity to communicate
- facilitating communication between children with each other
- learning through play
- working with carers
- use of repetition
- use of mnemonics
- alternative communications e.g. use of sign language, pictures, assistive

technology
- sustained shared thinking.

The learner must take into account individual needs of each child and how their interactions must be adapted according to their audience.

Topic 2.4
Activities:
- tidy up time
- circle time
- snacks and meals
- registration
- story time
- arrival and departure
- personal care routines
- whole and small groups
- physical activities.

Topic 2.5
When evaluating, the learner must reflect on their practice and the settings provision in order to gauge the effectiveness of the support of children in their development of speech, language and communication.

Learning outcome:
3. Contribute to maintaining a positive Early Years environment that supports communication, language, literacy and mathematics/numeracy

Topic:
3.1 Review evidence about the key factors that provide a supportive communication, language, literacy and mathematical/numeracy environment

Topic:
3.2 Use **key factors** within the Early Years environment to support communication, language, literacy and mathematics/numeracy

Topic:
3.3 Use of **strategies** for supporting the development of early literacy and mathematics/numeracy

Topic 3.1
By reviewing practice the learner can identify areas for improvement, areas of strength with regards to the support that they can offer to children towards their learning and development

Topic 3.2
Key factors that the learner must include are:
- physical environment

- staff roles and responsibilities
- training needs and opportunities
- the views and interests of the child
- appropriate involvement of carers
- systematic synthetic phonics
- environment/s
- familiar and unfamiliar
- indoor
- outdoor
- emotional development

Topic 3.3
Strategies, in addition to the list in 2.3, to include:
- use of stories, music, dance, drama and rhymes
- mark making
- care routines e.g. counting buttons
- mathematics/numeracy games.

Guidance for delivery

Learners need to know the importance of speech and language for children's overall development and the way in which adults can provide support through everyday activities and interactions.

Learners should be able to define and understand the different components of communication:
- speech
- language
- communication

Understanding the components of communication can ensure that learners know how to provide appropriate stimulations, activities and encouragement for children. This will include considering the environment: is it language rich?
- conversations
- active listening
- positive interactions.

Learners should be encouraged to look at all aspects of the environment and consider how communication can be promoted and extended. Learners need to understand how to communicate with all children in a way that is appropriate for their age, stage, needs and abilities. Learners should take into account any additional needs or impairments and recognise that communication includes body language, eye contact, gesture and facial expression as well as words or sounds.

They will need to understand the way in which SLC develops and the expected 'norms' for sounds (phonics) development that can last up to a child's 7th year. This will support them in not only promoting SLC but also in recognising when SLC may not be developing in the expected way.

Young children need to be able to communicate in order to express their feelings and ideas, to interact with others and develop friendships or group socialisation. Learners need to understand the way in which communication underpins all areas of development but how it is particularly important to their learning, emotional, social and behavioural development.

Learners should be able to use different strategies to support children's communication including the use of appropriate observation and assessments to help plan next steps, support both expressive and receptive language and model or extend communications through interactions. Learners need to know what sustained shared thinking is and how this can promote communication.

Learners need to have an appreciation of systematic synthetic phonics and how this supports reading. In the Early Years practitioners will use activities and interactions to support the development of communication which may include starting to identify the different letter sounds (phonemes). Learners need to know that once children start to understand sounds they can then be taught how some sounds form blends (graphemes): th; sh; etc. It is these grapheme- phoneme correspondences that allow the encoding and decoding of words in spoken and written formats that support reading.

Employer engagement
Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

Suggested learning resources
Training videos
What is SSP?
https://www.youtube-nocookie.com/embed/IG24BoekBGY?rel=0

http://www.youtube.com/watch?v=UqUqzNFCXrU

What is a phoneme?
http://www.youtube.com/watch?v=dwFvD5Cv9n8

What is a grapheme?
http://www.youtube.com/watch?v=vsWtyKqpHko

The English Alphabet Code
http://www.phonicsinternational.com/unit1_pdfs/The%20English%20Alphabetic%20Code%20-%20complete%20picture%20chart.pdf

Phonics Teaching: Useful Reminders - Oxford School Improvement, Marilyn Joyce
http://www.youtube.com/watch?feature=player_detailpage&v=M1KRoBckygw

Phonic Books - Sounds of the English Phonic Code -Synthetic Phonics
http://www.youtube.com/watch?feature=player_detailpage&v=IwJx1NSineE

English Phonics - Sounds and Spelling Alternatives - Part 1 of 2, Debbie Hepplewhite
http://www.youtube.com/watch?v=ZfPd0KQBzWY&feature=player_detailpage

The Power of Synthetic Phonics to Teach English - Debbie Hepplewhite
http://www.youtube.com/watch?v=MKMYQ8VJwQQ

Unit 009 Supporting children's activities, play, creative development and educational programmes

UAN:	T/506/0053
Level:	Level 3
GLH:	60

What is this unit about?

The purpose of this unit is to ensure learners have an understanding of the importance of providing activities, play experiences, opportunities for creative development and educational programmes for children in order to support and encourage their holistic development. Within this unit the learner will learn the role of the practitioner in providing these experiences and programmes.

Creativity and imaginative play are integral to children's learning development, understanding and expression of the world around them and how creativity and imagination can be stimulated by many different activities and experiences.

Learners will explore the range of children's activities, play, creative development and educational programmes that allow them to stimulate and engage children. This will also enable the learners to develop their own skills and identify areas for improvement.

Learning outcomes

In this unit, learners will be able to

1. plan activities, play, creative opportunities and experiences and educational programmes in line with current educational curriculum requirement
2. implement activities, play, creative opportunities and experiences and educational programmes in line with current educational curriculum requirements
3. reflect on and evaluate practice and provision in relation to activities, play, creative opportunities and experiences and educational programmes in line with current educational curriculum requirements.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

In order to fully understand this unit the learner must be aware of the current educational curriculum requirements as they will need to be able to understand the links and requirements.

Learners need to recognise that creativity and imaginative play are integral to children's learning development, understanding and expression of the world around them.

Learning outcome:

1. Plan activities, play, creative opportunities and experiences and educational programmes in line with current educational curriculum requirement

Topic:

1.1   Children's developmental stages in relation to:
     a. creativity
     b. imaginative play for children

Topic:

1.2   The **activities**, resources and materials which can be used to support creative development and imaginative play for children 0 to 5 years.

Topic:

1.3   The importance of planning for and enabling:
     a. activities
     b. play
     c. creative opportunities and experiences
     d. imaginative play
     e. educational programmes
     f. balance between child initiated play and adult led play

Topic:

1.4   The importance of ensuring flexibility within planning to include:
     a. involving the individual child in planning
     b. utilising spontaneous opportunities
     c. both the indoor and outdoor environment
     d. emotional environment
     e. use of routine
     f. use of natural resources

Topic:

1.5   Other sources of information which can be used to support planning activities, play opportunities and educational programmes

Topic:

1.6 Use observations and assessments to develop holistic plans to support development and learning of children aged 0 to 5 years incorporating:
   a. communication and language
   b. gross and fine motor skills
   c. personal, social and emotional development
   d. literacy
   e. mathematics/numeracy
   f. understanding the world
   g. expressive arts and design
   h. creative experiences and opportunities
   i. imaginative play
   j. physical activities
   k. the use of routines
   l. balance between child initiated activities and adult led activities

Topic 1.1
Learners must be aware of how children's play and creativity develop including solitary, parallel, cooperative play and the stages of imaginative play such as imaginary friends/pets. Learners must also be aware of schemas and how linked to children's development and how all areas are interdependent of each other.

Topic 1.2
Activities may include: water play - bubbles or making bubbles in water, use of colourings to change colour; air play – squeezy bottles used to puff air and move light objects such as small pieces of paper/feathers; exploring textures – use of paper/cellophane and materials; sound – plastic bottles containing different objects (sand/rice/pasta); use of magnets or mirrors; exploring food; growing plants; exploring dirt – using different types of soil, clay, sand, dry/wet/colour/texture; water – use of colours; floating/sinking; ice freezing/melting/shapes; air – making windmills, flags, chimes; sound – making and using instruments, making sound travel (pots and string); foods – making popcorn, cereals/pasta absorbing water and changes when cooked; weights and measures, shapes and sizes; use of light – colour, shadows, effects when blended; exploring life – eggs hatching, making ant or worm farms; cooking (hot/cold); storytelling, rhymes; puppets, construction toys and equipment; creative arts, music and movement, pretend play, drama; puzzles; use of media and materials - paint, crayons, pencils, chalk, gloop, dough, sand, water, paper, card, textured paper/card and plastic, string, wool, straw, cloth/material; mixing colours, combining materials and resources, use of natural resources - these may include items such as sand, water, stones, wood, soil, boxes, pegs, blankets.

Topic 1.3
In order for the learner to recognise the importance of planning within the areas as specified they will need to be aware of what is meant by children's holistic development.

Learners must be aware of a wide range of activities, play opportunities and educational programmes; this will support their ability to understand why planning must take place.

The importance of planning must also ensure the provision of correct resources, Health & Safety requirements are being adhered to, and risk assessments are put in place if necessary.

Topic 1.4, 1.6

Learners must be aware of the different ways to plan; formal planning, informal planning, use of white/cork boards to list the children's request/interests, the difference between child-initiated play and adult led play before they will be able to understand the importance of planning for these.

Learners must take into account the relevance of age, stage, needs, abilities and interests of children before they can understand the importance of planning to meet them. Individual needs must include special educational need, disability, children whose home language is not English, confidence and abilities and work with Individual Education Plans.

Learners should involve children in planning as this empowers the child and encourages the child to make decisions and develop their self- confidence, self-esteem and self-image.

Topic 1.4

Indoor/outdoor environments may refer to areas such as local parks, walks. The learner should consider how the environment influences activities and play; spontaneous opportunities include but not limited to: snow, rainbows, ice, cutting grass/trees, parcel delivery e.g. new resources and unpacking them, sudden noises – emergency vehicles, aircraft, paint colours being mixed together; routines include both individual and group learning, socialisation; tidy up time, circle time/show and tell, registration, snacks and meals, story time, arrival/departure, personal care routines.

Topic 1.5, 1.6

Learners need to use other sources they can access to support planning, these may include the children, parents, key worker, colleagues, Individual Educational Plans (IEP), observations and assessments, Special Educational Needs Co-ordinator (SENCo), other professionals, text books and other literature sources.

Learning outcome:
2. Implement activities, play, creative opportunities and experiences and educational programmes in line with current educational curriculum requirements

Topic:
2.1 The role of the practitioner whilst undertaking activities and play opportunities in relation to:
   a. engaging with children
   b. supporting extended learning
   c. enabling sustained shared thinking
   d. balance between child initiated play and adult led play
   e. utilising opportunities for spontaneous play and learning
   f. ensuring children have extended and unhurried periods of time

g. participating in imaginative play

h. participating in creativity and creative experiences

i. participating in open ended creative an imaginative experiences

j. adapting practice to meet the individual needs of children

Topic:

2.2 The importance of building positive relationships in relation to:

   a. practitioner and child

   b. child and peers

   c. child and parent/carer

Topic:

2.3 The different strategies to support expressive language whilst participating in creativity and creative experiences and imaginative play in relation to:

   a. practitioner and child

   b. child and peers

   c. child and parent/carer

2.4 Implement holistic plans using activities, play, creative opportunities and experiences and educational programmes which include:

    a. communication and language

    b. gross and fine motor skills

    c. personal, social and emotional development

    d. literacy

    e. mathematics/numeracy

    f. understanding the world

    g. expressive arts and design

    h. creative experiences and opportunities

    i. imaginative play

    j. physical activities

    k. use of routines

    l. balance between child initiated activities and adult led activities

    m. meeting the needs of the individual child

    n. utilising spontaneous opportunities

    o. both the indoor and outdoor environment

    p. use of routine

    q. use of natural resources

    r. use of expressive language

    s. use of encouragement and praise

Topic 2.1

The role of the practitioner is integral to the children's positive outcomes, participation, experiences and development with regards to play, creative development and educational programmes. The role of the practitioner includes support/leading and ensuring a balance between adult-led and child initiated activities and experiences; encouraging exploration of media and materials; extending creative/imaginative play; use of language; use of environment/resources/ culture and natural materials, being a positive role model.

The learner should ensure children have sufficient time to complete the activity/play to their satisfaction; this should include developing self-esteem, confidence and independence and where insufficient time is allowed the effects this has on children's behaviour and future expectations and participation.

Learners must take into account the relevance of age, stage, needs, abilities and interests of children before they can understand the importance of planning to meet them. Individual needs must include special educational need, disability, children whose home language is not English, confidence and abilities and work with Individual Education Plans.

Learners should involve children to implement plans as this empowers the child and encourages the child to make decisions and develop their self- confidence, self-esteem and self-image.

Topic 2.4

Using expressive language may include: making suggestions, asking questions, listening to their views, responding to their views showing that their ideas and views are valued; use of body language, voice tones and pitch; sustained shared thinking.

3. Reflect on and evaluate practice and provision in relation to activities, play, creative opportunities and experiences and educational programmes in line with current educational curriculum requirements

Topic:

3.1 How reflection and evaluation of practice is used to inform practice and change.

      a. own practice

      b. colleagues and others practice

      c. settings own provision

Topic:

3.2 Reflect on activities, play, creative opportunities and experiences and educational programmes and evaluate practice with reference to list identified in Topic 2.4

Topic 3.1, 3.2

Learners must be aware of the importance of reflective practice and how this informs continuing professional development; this must include self-development or changes in own skills; keeping abreast of changes with regards to legislation; values and practice; developing skills of others; problem solving, making continuing improvement.

In order for learners to understand the importance of reflecting on practice the learner should reflect on practice which could include using self-evaluation and peer evaluation and reflective cycles such as Graham Gibbs, David Kolb, Schön and Ghaye & Ghaye.

Guidance for delivery

Tutors should include the following within this unit to enable the learner to understand the legislative requirements and the rights of the child:

*   Current Early Years curriculum
*   Equality Act 2010
*   Special Educational Needs Code of Practice
*   UN Convention on the Rights of the Child.

Tutors should encourage learners to think out of the box and to understand that the use of natural and inexpensive materials and resources are crucial to children's learning and development.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, is up to date.

Suggested learning resources

Heuristic Play

www.beplaylearn.co.za

http://www.communityplaythings.co.uk/learning-library/articles/heuristic-play

Early Years Foundation Stage: Children play at being in a builder's yard'

http://www.youtube.com/watch?v=S_mwqo7UMEA&list=PL7914115EB65911A5&index=16

Video **http://www.youtube.com/watch?v=dA2gZiNES4E** (7.07)

http://www.youtube.com/watch?v=S_mwqo7UMEA&list=PL7914115EB65911A5&index=16

Suggested resources that can be used for further research or suggested reading:

Characteristics of social play

http://www.education.com/reference/article/characteristics-social-play/ Education.com

BBC Article and audio interview with Dr Karen Majors – My pretend friend

http://news.bbc.co.uk/today/hi/today/newsid_9359000/9359360.stm

Abstract from Children's Imaginary Companions: A Sign of Creativity? Karen Majors and Anna Calver **http://www.inter-disciplinary.net/at-the-interface/wp-content/uploads/2014/01/majorscrepaper.pdf**

Developing young children's creativity: What can we learn from research?

http://www.nfer.ac.uk/publications/55502/55502.pdf

Journal called 'Including Children with Autism in Social and Imaginary Play with Typical Peers'

http://www.journalofplay.org/sites/www.journalofplay.org/files/pdf-articles/5-1-article-including-children-with-autism.pdf

called 'Communication Through Play' by Marvellous Productions – used to show how practitioners and parents can support creativity and imaginative play with communication **http://www.youtube.com/watch?v=9HbwrpH4zcw**

'Including All Children – Supporting Children's Learning in the Early Years'; this is used to support learners to explore how practice can be adapted to meet the individual needs of children **http://www.youtube.com/watch?v=ltL2aB5tRyA**

Communication Through Play Video (7.12)

http://www.youtube.com/watch?v=9HbwrpH4zcw

Including All Children Video (6.26) **http://www.youtube.com/watch?v=ltL2aB5tRyA**

BBC CBeebies Cooking
http://www.bbc.co.uk/cbeebies/makes/theme/cooking/page/1

Cooking with pre-schoolers
http://m.kidshealth.org/parent/growth/learning/cooking_preschool.html

Early Arts website also contains research materials and video links
http://earlyarts.co.uk/research-and-evidence/creativity-in-early-learning-research/

Reflect and review: the arts and creativity in Early Years
http://www.artscouncil.org.uk/media/uploads/documents/publications/reflectandrev iew_php688OSj.pdf

Montessori website contains information and resources to use with children
http://www.dailymontessori.com/self-development/montessori-children-creativity

Nursery activity ideas website
http://www.nurseryactivityideas.co.uk/category/messy-play

Resources For Early Years In Schools, Nurseries & Childminders website called 'Planning In Teams: Supporting Children's Learning in the Early Years'
http://www.tts-group.co.uk/shops/tts/Catalogue/Early-Years/5a660182-cc2e-4eb4- 8033-11aa29bde80f?gclid=CMyRxsj06r8CFSX4wgod_DkApw

Muddyfaces website, which can be used to explore the use of natural resources with learners **http://www.muddyfaces.co.uk/mudday.php**

Science experiments for kids – baby, toddler, preschool Video (2.27)
http://www.youtube.com/watch?v=iEDvXQqhail

Community Playthings website containing photographs and an article regarding making a mud kitchen
http://www.communityplaythings.com/resources/articles/2014/making-a-mud- kitchen

UK physical activity guidelines – Early years
www.gov.uk/government/publications/uk-physical-activity-guidelines
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216 370/dh_128210.pdf

'Start Active, Stay Active' A report on physical activity for health from the four home countries'
www.ncca.biz/aistear/pdfs/guidelines_eng/play_eng.pdf

Learning and developing through play. A document which explores learning and development through play, stages and aspects of play.
Book: Schemas and the characteristics of effective learning by Stella Louise
(ISBN – 13 978-0904187-60-1 from Early Education **www.early-education.org.uk**)

The Effective Pedagogy in the Early Years (EPEY) study was developed to identify the most effective pedagogical strategies that are applied in the Foundation Stage to support the development of young children's skills, knowledge and attitudes, and ensure they make a good start at school

http://dera.ioe.ac.uk/4650/1/RR356.pdf

Unit 010   Reflecting on practice and learning to improve quality of setting

UAN:	Y/507/6133
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is to enable learners to understand the importance of the critical analysis of own and setting practice to improve the quality of provision and children's learning and development. This unit builds on the importance of reflective practice within Unit 001 in year 1 to further support learners in developing their own skills, knowledge and understanding to promote continuing professional development and best practice. This unit will support learners to understand the process and importance of appraisal and supervision both in terms of personal development and as a tool for managers to improve quality within settings. This will include consideration of external measures (Ofsted, Environmental Health, Local Safeguarding Children's Boards (LSCB) etc.) as well as the internal policies, procedures and processes of settings.

Learning outcomes

In this unit, learners will be able to:

1. use tools of reflection on own practice and learning to support improving the quality of the setting
2. use appraisal and supervision for reflection on own practice, learning and improving the quality of the setting.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The unit is designed to cover practice with children in the age range 0-7, i.e. babies, toddlers and children. The expectation is that learners will follow the themes and principles of the EYFS, particularly 'the unique child'.

The intention is that Learning outcome 1 focusses on reflection and quality of the setting practice, and Learning outcome 2 focusses on personal reflection on the learner's own attitudes, skills and knowledge, as well as reflection on how these inform and influence the learner's own practice.

Learning outcome:
1. Use tools of reflection on own practice and learning to support improving the quality of the setting

Topic:
1.1 Factors to be considered when using reflection on practice and learning to improve the quality of settings:
   a. meeting the needs of the unique child
   b. meeting children's safeguarding and wellbeing
   c. effective leadership and management

Topic:
1.2 Tools, systems and organisations that help to support reflection and assessment of quality:
   a. self-evaluations
   b. quality assurance schemes
   c. professional organisations

Topic:
1.3 Carry out practitioner action research, using one or more of the tools or systems in 1.2, to suggest proposals for change and improvements

Topic 1.1
Learners will consider how settings use evaluations and reflections for the different factors to support recommendations for change and improvement of quality.
- For meeting the needs of the unique child this will include:
  o the processes for observation, assessment and planning for children within the setting; including children's starting points, individual and additional needs, and plans for next steps of development and learning
  o differentiation and adaptations to practice
  o the impact of self and other staff on children's learning and development
  o preparation for transitions including moving into school
  o inclusion, equality and diversity.

Learners will consider how settings ensure everyone is aware of safeguarding the

wellbeing of children and offer suggestions for improvement where necessary. This will include:

- children's security, emotional and physical wellbeing
- updating policies and procedures
- understanding the need for physical exercise and a healthy diet
- the key person roles and responsibilities.

Learners will explore how leadership and management:

- ensures staff meet the requirements of the EYFS Statutory Framework, i.e. are suitable, have the correct qualifications, meet ratio requirements and have undergone mandatory training
- supports staff through monitoring, coaching, mentoring, training and CPD
- manages issues relating to under-performance
- ensures that children and parents views are heard and taken into account
- ensures monitoring systems that are in place work effectively.

Topic 1.2

Learners will research guidance, and appraise tools and systems, available for settings that support the monitoring and development of quality. They will compare how the different tools and organisations support reflection and quality improvement.

- Self-evaluations may include:
  - o Ofsted online process; audits of self or provision
  - o the setting's own in-house systems
  - o Early Years Foundation Stage Statutory Framework and/or The National
      Curriculum, or agreed alternative curricula/frameworks
  - o National Occupational Standards
  - o specific support tools, e.g. Every Child a Talker (ECAT), Social and Emotional
      aspects of Development (SEAD); Sustained Shared Thinking and Wellbeing Scale
      (STEW)
- Quality assurance schemes:
  - o Investors in People
  - o Investors in Children
  - o Local Authority schemes
  - o Bristol Standards
  - o Approach specific (Steiner, Montessori, High Scope)
- Professional organisations could include:
  - o Ofsted
  - o Local Authorities
  - o Environmental Health Dept.
  - o LSCB
  - o NCTL
  - o PACEY
  - o membership organisations (Pre-school Learning Alliance, National Day Nurseries
      Association)
  - o charities (Barnardo's, Rowntree, NSPCC).

Topic 1.3

The research process will include:

- review of available tools
- rationale for choosing the particular tool/system
- analysis of the findings
- proposals for improvement
- personal learning and reflection for the learner.

As part of this process, learners will build on their understanding of SWOT analysis and develop their thinking by including the use of PESTLE analysis.

Learning outcome:

2. Use appraisal and supervision for reflection on own practice, learning and improving the quality of the setting

Topic:

2.1 The concepts of appraisal and supervision

Topic:

2.2 The use of appraisal and supervision to develop own practice

Topic:

2.3 Use appraisal and/or supervision to support improvement of quality by:
   a. producing a reflective log/journal
   b. reflecting on the process of supervision
   c. making recommendations to improve/change own or setting practice.

Topic 2.1

Learners will explore the concepts of appraisal and supervision, and the benefits for the individual, the children and the setting.

Topic 2.2

Learners will critically analyse how supervision and appraisals are used as reflective and continuous processes to support personal and practice improvements and development. Learners will make links to relevant theories and reflective practice cycles, e.g. Dewey, Malaguzzi, Rinald, Schon, Gibbs, Kolb, Johns etc.

Learners will consider the ways in which appraisal and supervision support the individual and the setting, to include:
- the organisation as a whole
- professional and personal learning and development, coaching and mentoring
- peer to peer support
- records
- policies and processes.

Learners will explore the processes of appraisal and supervision, to include:
- the timings of supervision and appraisal
- target and goal setting
- feelings and wellbeing of the individual
- concerns or constraints of work
- training needs and support.

Topic 2.3

Learners will use review notes from supervision/appraisal forms to support them in producing their reflective log/journal. They will include other sources such as observations they have made in the setting or evaluations from training and learning experiences. They should consider how well the process of supervision has supported them as individuals and the quality of their practice. In particular they will reflect on how well supervision allowed for them to:
- discuss any issues – with particular reference to children's development and wellbeing

- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness
- share outcomes and make plans for future practice and innovations.

Guidance for delivery

This unit is designed to support learners in recognising the importance of reflecting on practice and learning to improve quality of settings. Learners will consider ways in which quality can be measured and quantified in order to support improvement, for example through reflection on Ofsted reports or use of appraisals.

The reflective log/journal in Topic 1.3 can be a continuation of the learners' reflective log/journal from year 1 unit 001. Tutors should ensure learners have used evidence from appraisals and supervisions to inform this part of the reflective log/journal.

Tutors should ensure learners have a good understanding of the differences between appraisal and supervision which may include discussion with employers who may or may not fully understand these themselves.

It is recommended that for learners to be able to provide the log/journal for Topic 1.3 employers will carry out appraisal and supervisions with the learners in the workplace. Employers must know the differences between appraisal and supervision as defined in the table below. If employer engagement in this process is not possible it is acceptable for providers to set up simulated supervision and appraisal activity.

Appraisal	Supervision
Annual meeting	Regular 1:1 meetings
Assess and record performance, potential and development needs over the year	Include current feelings and wellbeing
Look at what has gone well/ not so well	Chance to raise concerns or constraints to achieving
Set measurable targets and objectives for the coming year	Chance to discuss targets/objectives and raise issues
Identify training needs and support through CPD	Review notes from previous supervisions etc.

Tutors should be aware of current Ofsted evaluations for settings; curriculum guidance and national occupational standards as these are subject to change. Learners may need to have knowledge of different requirements during their placements and know how these will affect reflective practice and quality assurance within settings.

For the purposes of this unit the concept of leadership should be explored in the context of practitioners leading practice as key persons, room leaders, deputies and managers.

Topic 1.1 covers differentiation and adaptations to practice. This applies to how practice will differ depending on the age range of the children present, and should take account of how practice can evolve. This will be in response to planned changes and spontaneous events and opportunities within the enabling environment, including indoor, outdoor and emotional environments.

Topic 1.2 includes in house systems of self-evaluation. These might include daily checks, risk assessments, Plan Observe Assess Evaluate, 360 degree evaluation etc.

Topic 1.2 a) lists self evaluation tools. This is not an exhaustive list, and tools learners use could include but are not limited to the examples given

Topic 1.3 requires learners to carry out practitioner action research. Learners should be supported in choosing a tool or system to use in settings for their research, and should be advised to refer back to unit 001 and the cycles of reflection.

Topic 2.1 is intended to require the learner to understand the wider definition of appraisal and supervision.

Topic 2.2 requires learners to make links to relevant theories and reflective practice cycles for appraisal and supervision. Learners should be referred back to models used in unit 001.

Employer engagement

Employer engagement is essential in order to maximise the value of learner's experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, is up to date.

Suggested learning resources

Ofsted evaluation schedule
Environmental Health recommendations for settings
EYFS current guidance
National Curriculum guidance

Websites

www.foundationyears.org.uk
www.skillsforcare.org.uk

Unit 011 Research in Early Years practice

UAN:	D/507/6134
Level:	3
GLH:	60

What is this unit about?

The purpose of this unit is to develop the learner's understanding of research. It will introduce them to the importance of research and its relevance in informing the development and delivery of Early Years services, and its impact on children, families and practitioners.

The unit will enable the learner to understand how research is carried out, including ethical considerations, legal constraints and the consent of research participants.

Learners will understand how to plan for a small research project, gain knowledge about relevant research methodologies, sampling techniques and different tools for data analysis. This will enable the learner to consider how research findings can be analysed and conclusions made to inform policy and practice.

Learners should consider the following questions as a starting point to this unit:
- Why is research important and in Early Years?
- What methods can be used in research?
- What is meant by 'ethical' research?
- What are the main features of action research?

Learning outcomes

In this unit, learners will be able to:
1. understand how research affects the delivery of services within Early Years
2. understand the components of research
3. understand relevant methods and tools for a research project
4. design a research proposal
5. understand how to interpret research findings and present conclusions with recommendations.

Scope of content

Learners will explore the relevance of research, its impact on policy and service design and its relationship to evidence-based practice in Early Years. It is expected that the approaches taken in the delivery of this unit should develop the learner's understanding of how to undertake research.

Strategies such as referring to published research in a topic of interest will help learners to understand how to formulate and undertake the design of a simple project plan themselves with stated aims and objectives, choosing appropriate research methods and data collection tools.

Learning outcome:

1. Understand how research affects the delivery of services within Early Years

Topic:
1.1 What research is

Topic:
1.2 Ethics in research

Topic 1.1

Learners will understand what research is with consideration of:
- why undertaking research is important
- what is meant by 'evidenced based practice'
- the relevance of research in Early Years
- how evidenced-based practice in research can inform the development and delivery of services within Early Years.

Topic 1.2

Learners will explore ethics in research with consideration of the following:
- ethical principles and how and why they apply to research in Early Years
- the importance of research governance and ethics committees.
- what is meant by 'unethical' research
- legal constraints in research.

Learning outcome:

2. Understand the components of research

Topic:
2.1 Research frames

Topic:
2.2 Research proposals

Topic:
2.3 Literature reviews

Topic:
2.4 Primary and secondary research

2.5 Challenges when designing research projects

Topic 2.1

The learner will understand the different research frames including:
- action research
- case studies
- ethnography
- experiment
- survey.

Topic 2.2

The learner will understand research proposals with consideration of the following:
- the purpose of a research proposal
- the structure of a research proposal
- the relationship between a research proposal and research ethics.

Topic 2.3

The learner will understand literature reviews with consideration of the following:
- the meaning of a 'literature review'
- the purpose of a literature review in research
- how to carry out a literature review
- how the findings of a literature review can inform research in Early Years.

Topic 2.4

The learner will understand the importance of and the differences between:
- pilot studies
- primary research
- secondary research
- triangulation.

Topic 2.5

The learner will identify potential challenges when designing a research project to include:
- the importance of a research question or aim
- the importance of research objectives
- how research objectives link to a research question or aim
- the difference between qualitative or quantitative data
- how researcher bias can be minimised in research
- the importance of validity and reliability in the research process
- consent of research participants
- confidentiality in research
- timescales.

Learning outcome:

3. Understand relevant methods and tools for a research project

Topic:

3.1 Research methodologies

Topic 3.1

The learner will compare the use of different research methodologies and the relevance of each of the following in research:

- observations
- questionnaires
- interviews
- focus groups
- child-led, e.g. the Mosaic approach
- creative, e.g. hot and cold spots.

Learners will consider a creative approach to research methodology which involves children's and others' perspectives.

Learning outcome:

4. Design a research proposal

Topic:

4.1 Literature reviews

Topic:

4.2 Parameters for identifying a specific target group in research

Topic:

4.3 Research proposal

Topic 4.1

The learner will understand the importance of literature reviews in relation to research proposals.

Topic 4.2

The learner will understand the parameters for identifying a specific target group in research with consideration of:

- the term 'target group'
- the target group for the research topic
- 'parameters' in research and why they are important to consider, e.g. age, gender, ethnicity, location, health condition.

Topic 4.3

The learner will understand how to develop a simple research proposal to include the following:

- the research question
- the question or aims of the their proposed research
- the objectives of their proposed research
- the reasons for their chosen research methodology
- the findings of their comparative literature review.

The learner will understand why research aims and objectives set need to be SMART.

5. Understand how to interpret research findings and present conclusions with recommendations

Topic:

5.1 Research findings

Topic 5.1

The learner will understand how research findings underpin the following:

- the difference between 'analysis' and 'evaluation' of research findings
- the different formats and tools that can be used to present research findings, e.g. graphs tables, charts , technologies
- what is meant by research recommendations
- the relationship between research conclusions and research question or aims and objectives.

Guidance for delivery

Suggested topics for the learner research.

Children's care, learning and development

- Working with children under the age of 3
- Supporting children's mathematical learning
- Supporting children's literacy

It is expected that the learner will need guidance and support in choosing a realistic and motivating topic for outcome 4.

The learner should be supported to use the SMART approach (specific, measurable, achievable, realistic, time bound) to ensure that their research topic question, its aim and objectives are possible and achievable. The titles will need to be agreed and authorised by the tutor.

Tutors need to make reference to the essay as this unit is being taught to support candidates in making the connections between the units. This will assist learners to make an informed choice of their focus, gather data whilst in placement and read widely.

When tutors deliver the units involved (see table) they should make reference to the relevant units required in the research and essay. It is important that tutors ensure learners make the connection between theoretical knowledge and professional practice in a holistic way.

Unit	Topics
011 Research in Early Years practice	All Topics
012 Contemporary theories and	Topics 1.1,1.2

thinking in Early Years	
013 Principles of working in partnership with parents and families to promote early home learning	Topic 1.2, 1.3
016 Innovative practice to support children's play, creativity and sustained shared thinking	Topic 1.1, 2.2
017 Working with children under the age of 3 in the Early Years setting	Topics 1.1, 1.2, 2.1,2.2, 2.3, 3.2,3.3
018 Supporting children with additional needs and disability in the Early Years	Topics 3.1, 3.2

Employer engagement

Employer engagement is essential in order to maximise the value of learner's experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, is up to date.

Suggested learning resources

Bell, J & Waters, S (2014), Doing your research project: A guide for 1st time researchers 6th Ed Maidenhead: Open University Press

Cohen, L., Manion, L., Morrison, K (2011), *Research methods in Education* Oxon: Routledge

Clough, P & Nutbrown,C (2012) A students guide to methodology 3rd Ed London: SAGE

Denscombe, M (2014), The Good Research Guide for small-scale social research projects 5th Edition, Maidenhead: Open University Press

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Introduction Research Methods Dr Catherine Dawson

How To Books (2009)

ISBN-13: 978-1845283674

How to do your Case Study: A Guide for Students and Researchers Gary Thomas

SAGE Publications (2011)

ISBN-13: 978-0857025630

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'Informed consent in Health & Social Care Research' – 2nd Edition (2015)
http://www.rcn.org.uk/__data/assets/pdf_file/0010/78607/002267.pdf

Robert-Holmes, G (2011) *Doing your Early Years research project,* London: SAGE
MacNaughton, G; Rolfe, S, Siraj-Blatchford, I (ed) (2010) Doing early childhood
research; international perspectives on theory and practice, Maidenhead: Open
University Press

Unit 012   Contemporary theories and thinking in Early Years

UAN:	H/507/6135
Level:	3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to develop their knowledge and understanding of contemporary theories and thinking in the Early Years sector. Learners will explore and review a range of contemporary theories and consider how current thinking relates directly to professional Early Years practice.

In this unit learners will also apply their skills and knowledge in practical situations through observing, planning and evaluating activities and experiences for babies and children.

The theoretical framework for play, learning and development in the Early Years is dynamic and constantly changing. In this unit, learners will gain an appreciation for the importance of contemporary thinking and how this supports effective early learning to extend children's experiences and improve the quality of provision in Early Years settings.

Learning outcomes

In this unit, learners will be able to:

1. understand how contemporary theories and thinking influence current Early Years practice
2. evaluate observations and plan experiences for children 0-7 using contemporary theories and thinking
3. reflect on the significance of contemporary theories and thinking in improving the quality of provision in Early Years settings.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand how contemporary theories and thinking influence current Early Years practice

Topic:

1.1 Research and review contemporary theories and thinking in Early Years

Topic:

1.2 The influence of contemporary theories and thinking on current Early Years practice

Topic 1.1

Learners will research a range of contemporary theories and thinking in relation to working with children from conception to the age of 7. Learners will critically analyse the different approaches. Theories will include, but not limited to:
- The Mosaic approach (Peter Moss, Alison Clark)
- Schematic development (Cathy Nutbrown)
- Wellbeing and involvement (Ferre Laevers)
- Neurological and Infant Brain Development (Alison Gopnik)
- Infants at Work/Treasure Basket & Heuristic Play (Elinor Goldschmied, Sonia Jackson)
- Forest Schools (Forest Schools Education)
- Storying (Vivian Gussin-Paley).

Topic 1.2

Learners will explore how a range of contemporary theories and thinking influence current Early Years practice under the following headings.

A Unique Child, e.g. the influence of:
- the Mosaic approach on child-centred practice and identifying children's individual needs, interests and enthusiasms
- schematic development on child-initiated learning and improving children's experiences
- wellbeing and involvement on children's participation and inclusive Early Years practice.

Positive relationships, e.g. the influence of:
- neurological development on the key person approach and positive attachment relationships
- storying.

Enabling environments, e.g. the influence of:
- schematic development on observation, assessment and planning for children's play, learning and development
- Forest Schools on the importance of outdoor play and learning
- Elinor Goldschmied and the importance of sensory experiences and the provision of resources.

Learning and Development, e.g. the influence of:
- neurological and brain development and the characteristics of effective early learning
- storying
- wellbeing and involvement on children's holistic development and learning.

Learning outcome:

2. Evaluate observations and plan experiences for children 0-7 using contemporary theories and thinking

Topic:

2.1 Use contemporary theories and thinking to evaluate observations and plan further experiences for:
   a. babies (0-2)
   b. toddlers (2-3)
   c. children over 3 years of age.

Learners should review and apply their knowledge and understanding from Units 002 and 009 in relation to:
   • the importance of observation and assessment in the Early Years sector
   • observation and assessment methods and recording techniques
   • how to carry out observations and assessments in Early Years settings
   • the importance of planning for children's play, learning and development
   • using observations and assessments to inform planning for children's play, learning and development.

Topic 2.1
Learners will understand how to evaluate their observations and create holistic plans to support children's play, learning and development. In their evaluations, learners will identify how contemporary theories and thinking inform their observations and planning.

This will include, but is not limited to:
   • planning to support and extend children's schematic development (Cathy Nutbrown)
   • planning experiences and opportunities for storying (Vivian Gussin-Paley)
   • addressing the balance between child-initiated/led and adult-directed/led play and learning
   • exploring children's perspectives using the Mosaic approach (Peter Moss, Alison Clark)
   • supporting children's wellbeing and involvement using the Leuven Scales (Ferre Laevers)
   • planning sensory experiences for babies and supporting early cognition (Gopnik)
   • extending outdoor learning opportunities to support PSED and encourage age-appropriate risk-taking (Forest Schools)
   • planning and developing Treasure Basket or Heuristic play sessions (Goldschmied).

Learning outcome:

3. Reflect on the significance of contemporary theories and thinking in improving the quality of provision in Early Years settings

Topic:

3.1 Quality of setting provision and practice

Topic:

3.2 Improving own professional practice

This learning outcome challenges learners to consider the relevance of contemporary thinking and theories for improving quality in the setting and developing their own professional practice in Early Years settings.

Topic 3.1
Learners will consider the contribution of contemporary thinking in improving outcomes for children and families. They will reflect on the importance of quality provision as an ongoing process, based on improving children's experiences in order to support learning and development. Measurement of quality in this experiential way might include how contemporary thinking supports children to be:
- actively interested and engaged in their own learning
- independent and secure in their learning environment
- confident and safe in their relationships with others
- making progress.

Topic 3.2
Learners will examine their own professional practice and reflect on ways to use contemporary thinking and theories to plan for improvement. This may include reflecting on their:
- understanding how children learn and develop
- interactions with babies and children
- observations, assessments and planning
- provision of resources in the early learning environment
- partnerships with parents and carers.

Guidance for delivery
This unit must be delivered in conjunction with or following unit 017 to enable learners to have access to observations from across the age range 0-7, specifically in relation to learning outcome 2.

This unit is designed to provide the learner with an understanding about the influence of contemporary theories and thinking on current Early Years practice. Learners will be supported to research a variety of different approaches and be given access to a wide range of sources, including original work, edited texts, internet, specific journals and related papers in order to gain a thorough understanding of contemporary theories.

Different sources should be provided as examples for learners to study and discuss in taught sessions. Learners should be encouraged to apply their learning and make links between real work practices and contemporary theory as they carry out their research for this unit. This could be supported by the use of observations, assessments, case studies and reflections on work placement experience.

Learners will recognise the headings in Topic 1.2 as the themes and principles from the EYFS Statutory Framework. However, these themes and principles are common to other curriculum frameworks, contemporary theories and thinking and provide a helpful structure for their analysis.

Learners will draw on and review their knowledge from Unit 002 and Unit 009 about conducting observations and assessments and planning for children's play, learning and development. Learners will refer back to their portfolio of observations to apply contemporary theories and plan for further opportunities for the children and themselves.

Learners should be challenged to question the relevance of contemporary theories and thinking on current Early Years practice in relation to improving quality in the setting and extending their own professional practice. This could be in a form of a professional development plan to show how contemporary theory has influenced their own thinking and how they could make improvements to their own practice.

Employer engagement

Employer engagement is essential in order to maximise the value of learner's experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, is up to date.

Unit 013   Principles of working in partnership with parents and families to promote early home learning

UAN:	K/507/6136
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is to explore models of working in partnership with parents and families in relation to the principles of early home learning and how this supports children. This unit also aims at reviewing the setting's policy on working with parents and families, and exploring and evaluating resources supporting early home learning.

Learning outcomes

In this unit, learners will be able to:

1. understand the principles of working in partnership with parents and families to promote positive relationships
2. understand the importance of early home learning and how this can support children's lifelong holistic development and progress.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand the principles of working in partnership with parents and families to promote positive relationships

Topic:

1.1 Rationale for working in partnership with parents and families

Topic:

1.2 The importance of working in partnership with parents and families

Topic:

1.3 The diversity and complexity of family structures and how this may impact on early home
learning

Topic:

1.4 The collaborative strategies to promote positive working in partnership with parents to enhance children's learning and development within settings and the home learning environment

Topic 1.1

Learners will understand the values, legalisation and frameworks which underpin working in partnership with parents and families, to include:
- parenting principles and values
- statutory Framework for the Early Years Foundation Stage
- the 15 standards within Work with Parents Sector
- SEND Code of Practice 2014
- Children and Families Act 2014
- Working Together to Safeguard Children 2015
- Equality Act 2010
- Children Acts 1989 and 2004
- Childcare Act 2006.

Topic 1.2

Learners will understand the importance of recognising parents as the child's first and most enduring educator, and the value of creating and maintaining a welcoming environment. They will understand the importance of establishing a positive working relationship with parents and families, to include:
- creating an open and honest daily dialogue
- considering communication flexibility when taking individual needs into consideration
- keeping parents and families informed of their child's development and learning experiences
- focusing on positive feedback
- finding an appropriate place and time to discuss any sensitive issues or concerns

- listening to parents and families' suggestions on working together
- encouraging involvement in their children's care, play, learning and development
- understanding the different parenting styles:
  - authoritarian
  - authoritative
  - permissive
  - uninvolved.

Learners will understand that parents, families and practitioners bring different expertise to the partnership. They will recognise that they **all** have a key role to play in promoting children's learning and development. When parents, families and practitioners work together in an atmosphere of mutual respect, this will enhance children's confidence, self-esteem and desire to learn.

Topic 1.3
Learners will understand the diversity and complexity of family structures, looking at the strengths and challenges they may face in contemporary society. They will explore their own values and beliefs in relation to this with an emphasis on:
- how they listen to, value and respect the parents and families they are working with and acknowledge the fundamental role they play in their children's development and learning
- the image they present when talking to parents:
  - informally (e.g. greeting children and parents on arrival, sharing children's day to day activities, talking about events happening at home)
  - formally (e.g. sharing observations and assessments, discussing children's progress and explaining educational approaches, sharing and discussing safeguarding issues)
  - how to identify potential challenges which may hinder full participation and ways to overcome them.

Topic 1.4
Learners will understand what strategies may be used to promote working in partnership with parents to enhance children's learning and development within settings and the home learning environment, to include:
- celebration of children's achievements at home and in the setting
- developing a two-way communication diary between home and setting (routines, events, trips out, etc.)
- providing information and guidance which is available in other languages
- when English is the parents' second language setting may have to engage a vetted interpreter
- supporting parents in meetings and discussions with childcare practitioners and other professionals:
  - before the meeting - discussing with parents who will attend and their role; writing the report in a language the parent can understand; reading the report to them if they have poor literacy skills; checking their understanding of the content; making notes with them of what they want to say
  - during the meeting - sitting alongside the parents, prompting them, asking them if they understand what is happening and being said; asking the chair to explain matters clearly to the parents
  - after the meeting - asking the parents if they understood the content of the meeting; clarifying any issues/concerns
- provision of advocacy services.

Learners will explore innovative tools and resources that enable parents to share children's home learning experiences with the setting. They will also take into account the increasing use of social media and ICT as tools for collaboration.

Learning outcome:

2. Understand the importance of early home learning and how this can support children's lifelong

holistic development and progress

Topic:

2.1 Explore current research and models of early home learning

Topic:

2.2 Analyse formal and informal early home learning strategies that support partnership with parents

Topic:

2.3 Challenges to early home learning and possible solutions

Topic:

2.4 Reflect on own setting's policy and practices for supporting early home learning and make

recommendations

Topic 2.1

Learners will explore the relevant research and evaluations highlighting the importance of collaborative approach to early home learning. They will also explore the strategies of collaboration embedded in the models of early home learning, to include:

- ECAT (Every Child a Talker)
- PEAL (Parent Early Years and Learning)
- REAL (Raising Early Achievement in Learning)
- REAM (Raising Early Achievement in Mathematics)
- PICL (Parent Involvement in their Children's Learning)
- I CAN (children's communication charity)
- Literacy Trust
- local initiatives.

Learners will understand the impact of early home learning on the later outcomes in terms of educational achievements which start at an early age and go onto adolescence and adulthood.

Topic 2.2

Using research from 2.1, learners will analyse formal and informal early home learning strategies that support partnership with parents.

Topic 2.3

Learners will recognise the challenges to early home learning and possible solutions.

Challenges will include:
- time restraints
- balance between the use of technologies and media versus social interaction
- balance between setting initiated and parent initiated learning experiences
- parents not recognising the value of everyday informal experiences which could support the child's learning.

Topic 2.4

Learners will be able to reflect on the practices already in place within their setting and evaluate what is working well and what needs to be improved. As part of the reflective process, learners will take into account the views and feedback from others to include parents, families, manager and team.

Guidance for delivery

Learners will need to be guided in research and through focussed activities to support their understanding of working in partnership with parents, families and early years home learning which are happening across the country. Learners will need to understand parenting styles and how these may impact on their work with parents. Learners will also consider why parenting styles differ and the limitations of the current research.

Learners will need to be guided through the various models of home learning (e.g. REAL, PICL) and how this could enhance the development of children's learning, development confidence and self-esteem.

Learners need to explore and understand their own belief systems when they are forming relationships with parents, e.g. different views on raising children, religious and cultural differences, lack of empathy, have beliefs that they know best.

Learners will need to explore the philosophy of the setting with regards to working with parents and families to promote early home learning. They will also be encouraged to reflect on their own practice with parents and families making a link to unit 007 and make recommendations for change in both their own and the setting's practice. Learners may also make links to unit 017 in terms of exploring working with children under the age of 3.

Employer engagement

Employer engagement is essential in order to maximise the value of learner's experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, is up to date.

Suggested learning resources

Baurind, D (1991) Influences of Parenting Styles in Adolescence, London: Sage

Jackson, D Needham M (2014)   Engaging with Parents in Early Years Settings, London Sage

Kerman, M (2012) Parental Involvement in Early Years Learning, the Hague Netherlands: Van Lear Foundation

Lindon, J   ((2012)   Parents as Partners Pub. Practical Pre-School Books

Pugh, G Dame (2010) Principles of Engaging with Families   Pub National Children's Bureau (NCB)

Roberts, K (2009) Early home Learning Matters   Pub Family and Parenting Institute

Ward, U   (2013) Working with Parents in the Early Years Pub Sage

Walton, S (2012) Types of Parenting Styles **www.the-postive-parenting-centre.com**

Whalley, M (2007) Involving Parents in their Children's Learning Pub Paul Chapman

Work with Parents 2011 National occupational Standards Lifelong Learning UK

Websites

www.devpsy.org.teaching/parent/baurmind

www.parentingstyles.co.uk

www.dcsf.gov.uk

Parents, Early Years and Learning **www.peal.org.uk**

Principles for Engaging with Families **www.ncb.org.uk**

Engaging Parents in Raising Achievement **www.dera.ioe.ac.uk**

www.education.gov.uk Impact on Parental Involvement in Early Education

Unit 014   Supporting children's literacy, reading and writing skills

UAN:	M/507/6137
Level:	3
GLH:	60

What is this unit about?

The purpose of this unit is to enable learners to understand the development of literacy as it moves from communication and language into more formal structures of literacy, i.e. reading and writing. The unit will explore the beginning of literacy and how this develops within the context of communication and talk, in social situations with close adults and other children. It will focus on the development of literacy through meaningful experiences such as talking together, singing and rhymes, storytelling, book reading, mark making, drawing, wider experiences in the environment and community and home learning.

Studying the theories of early literacy practices will ensure that leaners understand *why* they are so important and *how* they can be developed in practice with children and their families. As leaners become more aware of the importance of communication, language and literacy for:

    a. babies (0-2)
    b. toddlers (2-3)
    c. children (3-7).

They will be able to intervene early to support children who may be at risk of developmental delay in literacy. Learners will become confident practitioners who enjoy literacy themselves and model good reading and writing practices such as storytelling, reading books and writing for a purpose.

Leaners will understand the role of emergent literacy for children, which is grounded in an awareness of print in the environment. They will know how to provide for literacy in play and continuous provision both indoors and outdoors. Links to practice will be made through observing children, analysing their interest in literacy and planning further support and activities.

Learning outcomes

In this unit, learners will be able to:

1. understand the development of reading and writing skills in the Early Years
2. investigate current research, thinking and practice on the development of reading and writing skills
3. investigate models and initiatives which support the development of literacy, reading and writing skills
4. support children's reading and writing skills in play and adult-led activities.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Reference to statutory requirements for children's literacy development, literacy curriculum frameworks and exemplifications should be made across the age range from 0 – 7 years.

An understanding of how the theory of children's development in reading and writing links to practice is required so that leaners appreciate the various ways that children learn prerequisite skills and knowledge.

Learning outcome:

1. Understand the development of reading and writing skills in the Early Years

Topic:

1.1 The development of reading and writing in children aged 0 - 7 years

Topic:

1.2 Early intervention to support reading and writing skills

Topic:

1.3 How to involve parents and families in supporting children's reading and writing skills in the home learning environment

Topic 1.1

The learners will understand the progressive development of reading and writing skills and how it begins with early talk, communication and engagement at home with parents and families. The foundations of literacy must be considered in the context of:
- social skills, listening and attention
- understanding and making meaning
- expressive language; talking, conversational language and play
- reading through talking and playing independently and with others
- writing through talking and playing independently and with others.

Learners will understand the development of literacy, reading and writing skills for 0-7 years to include:
- early communication and language from birth – face to face conversations (serve and return), listening and responding to others, singing rhymes and reading stories
- how talk moves into reading
- children's awareness of literacy, symbols and print in the environment
- children's early understanding and meaning making of abstract symbols and codes
- the development of hand-eye co-ordination and fine manipulative control
- early mark making, patterns, drawing and emergent writing
- becoming autonomous, self-regulated readers and writers as children grow older.

Learners will understand differences in developing literacy skills for the 0-7 age ranges.

Links should be made to other units which include the development of communication, language and literacy, e.g. 002 (child development), 008, 009 and 016.

Topic 1.2
Understanding how children develop reading and writing skills will enable learners to recognise when children need early support and intervention. Learners need to be confident at observing children and making an informed judgement about their progress in reading and writing by referencing child development tools, research, guidance materials and in discussion with colleagues and parents.

Learners will recognise the ways in which Early Years practitioners can identify when children need early intervention to support their reading and writing skills, to include:
- understanding of the process of developing reading and writing skills by children
- observing children and making an informed judgement about their progress in reading and writing
- referencing child development tools, research, guidance materials
- engaging in discussions with colleagues and parents.

Topic 1.3
Learners will understand the important role that parents, families and the home play in children's development of literacy. Learners will explore **why** this is fundamental to children's progress, **how** it can be encouraged and supported, and possible challenges. Learners will understand the connection between early home learning and the provision that children are attending in order to support the development of reading and writing skills collaboratively with parents.

Links should be made to units 007 and in particular 013 (as a pre-requisite to literacy and reading).

Learning outcome:
2. Investigate current research, thinking and practice on the development of reading and writing skills

Topic:
2.1 Research review

Topic:
2.2 Assess the way in which key messages from research have informed practice and how reading and writing is taught

Topic:
2.3 Reflect on the importance of a secure foundation in early literacy on later learning and development

In this outcome, learners will investigate research into the way in which children develop literacy, reading and writing skills. Learners will make reference to their practical experience within work-based settings.

Topic 2.1
Leaners will explore the wide research base, reading and current thinking around literacy and the development of reading and writing. Particular reference to research on early intervention, the significance of communication and language and the *sensitive period* in the first two years of children's lives will develop learners' understanding of the complexities of development in this area.

Topic 2.2
Learners will analyse how research has informed the practice of teaching reading and writing skills and how this impacts on children's holistic development and interest in literacy. Different strategies and methods of teaching reading and writing should be explored and evaluated for their relevance and suitability across the age range of 0-7.

Topic 2.3
By reflecting on key findings from research, initiatives and literacy programmes, learners will gain a deeper understanding and awareness of the important role they play in the foundations of early literacy. Learners will use observations of children and practice experience to inform their reflections and thinking.

Learning outcome
3. Investigate models and initiatives which support the development of literacy, reading and writing skills

Topic:
3.1 Models, initiatives, programmes, tools and resources

Topic:
3.2 Recommendations for the integration of models, initiatives, programmes, tools and resources in practice to support development

In this outcome, learners will investigate research into the models of practice, tools and resources used to support children's literacy, reading and writing skills. Learners will make reference to their practical experience within work-based settings.

Topic 3.1
Models, initiatives, programmes, tools and resources to include:
- REAL – Raising Early Achievement in Literacy
- Every Child a Talker (ECAT)
- Book start
- Dialogic Book Reading
- Letters and Sounds – Phonics
- Reading schemes
- early reading and mark making tools, e.g. hand-eye and fine motor materials/activities, letter formation and alphabet materials
- listening activities and games
- communication and story bags/sacks

- technology to support literacy and reading and writing skills, e.g. talking books
- spaces to read and write – dens, corners, imaginative play
- Mark Making Matters – DCSF.

Models, initiatives, programmes, tools and resources can also include international perspectives.

Topic 3.2
Using their research and practical experience, learners will compare the suitability of different models, initiatives, programmes, tools and resources for ages 0-7. Learners will reflect on the quality and effectiveness of the models, initiatives, programmes, tools and resources. Learners will make recommendations based on their comparisons which support literacy, reading and writing skills in practice.

Where opportunities permit, some models, initiatives, programmes, tools and resources should be applied in practice with children to positively support their development of literacy, reading and writing.

Learning outcome:
4. Support children's reading and writing skills in play and adult-led activities

Topic:
4.1 Use different strategies to support children's reading and writing skills

Topic:
4.2 The role of the practitioner

Topic:
4.3 Plan and evaluate reading and writing activities

Observation, assessment/evaluation and planning for next steps should be the basis on which learners create appropriate and stimulating opportunities for reading and writing.

Topic 4.1
Learners will use appropriate strategies when engaging with children across the age range of 0-7 years to support their reading and writing skills, including:
- showing an enjoyment and love of literacy, reading and writing
- telling or reading stories, poetry, rhymes and songs in imaginative and creative ways
- dialogic book reading
- planning appropriate activities which include reading and writing
- using correct grammar, spelling and formation of letters
- using everyday opportunities for reading and writing such as cooking, painting, playing games
- viewing literacy, reading and writing within the context of everyday life and the environment

- reading and writing for a purpose in contexts that children understand and are familiar with
- appropriate ways of teaching of phonics
- embedding the teaching of phonics and other complex reading skills in meaningful and enjoyable contexts
- playful teaching and play partners.

Topic 4.2

Learners will be aware of how their attitudes and confidence towards the development of literacy, reading and writing will impact on parents and children's learning, engagement and enjoyment. Learners will model positive attitudes and skills towards literacy, reading and writing when engaging in sustained and shared thinking. Learners will read and tell stories in creative and inspiring ways, talk about and say poems, rhymes and songs to encourage rhythm and rhyme, impart a love and enthusiasm for books and reading, and write confidently and competently. Being aware of everyday opportunities for reading and writing such as cooking, painting, playing games and visits to local shops/parks and tuning in to what the children see, say and play.

Topic 4.3

Learners will plan for continuous provision which creates an enabling environment for opportunities for literacy, reading and writing for children from 0 – 7 years. They will take the following into account:
- activities led by adults should be appropriate for the age of the child
- child initiated play and activities
- spontaneous story telling, both from the child and adult
- spontaneous opportunities for mark making and writing experiences
- imaginative play
- activities should build on what children know and can already do
- activities should be based both in and outdoors

Learners will evaluate the reading and writing activities using observations of children's involvement and sustained shared thinking, suggesting improvements to the structure of activities as necessary.

Referencing other units such as 009 and 016 will enhance leaners' understanding of the holistic nature of children's development.

Guidance for delivery

This unit is designed to develop learners' knowledge, understanding and practice in supporting the development of early literacy, reading and writing skills. They need to have a good understanding of the development of literacy, reading and writing skills and the process which this takes from birth onwards.

Learners should be guided to use their knowledge of children's development to identify when they need appropriate early intervention to support their learning and development. Through their observations of children, learners should become competent at recognising children's progress and planning for the support they need. Using programmes and tools, e.g. ECAT (Every Child a Talker) and Universally Speaking (the Communication Trust) will ensure that leaners are triangulating their judgements of children's development.

Reference to Statutory requirements for children's literacy development, literacy curriculum frameworks and exemplifications should include:

- The Early Years Foundation Stage (EYFS)
- The National Curriculum
- Every Child a Talker (ECAT)
- Raising Early Achievement in Literacy Development (REAL)
- Ofsted reports and exemplifications
- Bookstart
- I Can.

Understanding the importance of the early home learning environment and the role parents and families play in the development of their children's literacy, reading and writing is essential so that learners are aware of how working in partnership, sharing knowledge of children's development and suggesting practical ideas and solutions will lead to better outcomes. The REAL project uses the ORIM Framework (Opportunities, Recognition, Interaction and Modelling) with parents to engage them in home learning and early literacy practices. It is a versatile tool which is grounded in research and has a significant evidence base.

Learners should be guided to investigate, discuss and reflect on the wide research field in communication, language and literacy. The development and teaching of reading is well documented and has raised various perspectives on practice, particularly around the teaching of phonics. Learners will need to have an understanding of differing viewpoints and what works best to support children's development of reading and writing. Linking theory to practice and understanding various programmes, initiatives and tools will be required so that learners can articulate the reasons behind their work with children.

Learners will need to appreciate how their confidence and attitudes towards literacy, reading and writing will influence both children and parents positively and negatively. Understanding the key messages from research and literature and becoming more competent in their own literacy practices will support learners to become capable and enthusiastic advocates for literacy.

Making reference to other units such as 002, 007, 008 and 016 will ensure that leaners are taking a holistic view of children's learning and development.

How to create an enabling environment for literacy, reading and writing and well-resourced continuous provision should be discussed with links made to practice experience and to the theoretical base on which they should be implemented. Learners should match the provision of creative and open ended resources to the developing needs of the children 0-7, and observe how they engage with them so that they can be enhanced further. The observation, assessment/evaluation and planning cycle will be an important process to use and can be used to document learner's decisions about provision and practice. They should ensure that enabling environments and continuous provision should be outdoors as well as indoors.

Play, particularly child-led/child-initiated play, and sustained shared thinking should be included as this is often where children display their embedded understanding of literacy, reading and writing skills by using them in the context of their activities. Learners will need to develop skills to play alongside children, join in with them as a *play partner,* model or teach aspects of reading and writing.

Learners need to know how literacy and reading and writing skills can be developed through play within good continuous provision, indoors and outdoors. Where children have the time, opportunities and support for child-led play they will be able to use their developing skills in 'real life' situations; the role of the practitioner includes listening to and observing child-led play and making a decision when to join in and model reading and writing skills.

Employer engagement

Employer engagement is essential in order to maximise the value of learner's experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, is up to date.

Suggested learning resources

Anning, A. and Ring, K. (2004). Making Sense of Children's Drawings, Maidenhead: OUP/McGraw-Hill.

Bonci, A et al 'A research review: the importance of families and the home environment' National Literacy Trust 2011

Bromley,H (2006) Making my own mark – Play and writing, Early Education, **www.early-education.org.uk**

Bruce,T (Ed) (2010) (2nd Ed) Early Childhood A guide for students, London: Sage

Bruce, T and Spratt,J (2008) Essentials of Literacy from 0-7 – A whole child approach to communication, language and literacy, London: Sage

Chilvers, D (2006) Young children talking. The art of conversation and why children need to chatter, Early Education **www.early-education.org.uk**

Clark. C, Woodley. J and Lewis. F (2011), The Gift of Reading in 2011 - Children and young people's access to books and attitudes towards reading, National Literacy Trust

DCSF (2008), Mark Making Matters – Young children making meaning in all areas of learning and development, Accessible on the internet

DCSF (2008) Letters and Sounds: Principles and Practice of High Quality Phonics, Phase One Teaching Programme, Accessed from **www.gov.uk** (publications)

Ephgrave, A (2013) The Reception Year in Action, London: David Fulton

Greenberg, J and Weitzman,E (2005) Learning Language and Loving It (Hanen – **www.hanen.org**)

Hall, N and Robinson, A (1995) Exploring writing and play in the early years, London: David Fulton

Families in the Foundation Years – Evidence Pack DFE and DOH 2011

Lee, W (2013) A Generation Adrift - The case for speech, language and communication to take a central role in schools' policy and practice, The Communication Trust, accessed at **www.thecommunicationtrust.org.uk**

Lindon, J (2010) Understanding Child Development: 0-8 Years: Linking Theory and Practice (3rd Ed) London: Hodder Education

Mathieson, K (2013) I am two! Working effectively with two year olds and their families, Early Education **www.early-education.org.uk**

Moyles, J (Ed) (2nd Ed) The Excellence of Play, Open University Press

National Literacy Trust, Early Reading Connects family involvement tool kit, **www.earlyreadingconnects.org.uk**

Nutbrown, C, Hannon, P and Morgan, A (2005) Early Literacy Work with Families, Sage Publications
OFSTED (2010) Reading by six-How the best schools do it **www.ofsted.gov.uk**

Roberts, K (2009) Early Home Learning Matters – A good practice guide, Family and Parenting Institute

Roulstone, S et al (2010) Investigating the role of language in children's early educational outcomes, DFE

Supporting Families in the Foundation Years (Joint policy statement) DFE and DOH (2011)
Weitzman, E and Greenberg, J (2010) ABC and Beyond Building Emergent Literacy in Early Childhood
Settings, The Hanen Programme (**www.hanen.org**)

Wheeler, H and Connor, J (2009) Parents, Early Years and Learning – Parents as Partners in the Early Years Foundation Stage – Principles into Practice, National Children's Bureau
Wyse, D and Parke, C (2012) The Early Literacy Handbook, Salisbury: Practical Pre-School Books
REAL (Raising Early Achievement in Literacy) **http://www.ncb.org.uk/areas-of-activity/early-childhood/projects-and-programmes/making-it-real-2013-15**

The Communication Trust accessed at **www.thecommunicationtrust.org.uk**
Early Education **www.early-education.org.uk**
National Literacy Trust *www.literacytrust.org.uk*
Bookstart **www.bookstart.org.uk**
I CAN **www.ican.org.uk**
Parents, Early Years and Learning (PEAL) **www.peal.org.uk**
Community Playthings **www.communityplaythings.co.uk.**

Unit 015   Supporting children's mathematical skills

UAN:	T/507/6138
Level:	3
GLH:	60

What is this unit about?

The purpose of this unit is to enable leaners to understand how young children (0-7) develop an awareness of mathematics through problem solving, reasoning and numeracy. The unit will explore young children's mathematical development and how children's understanding of maths is supported through their play and talk. It will focus on the development of problem solving, reasoning and numeracy through meaningful experiences such as imaginative play, child-led play and activities, talking together, songs and rhymes, wider experiences in the environment and community and early home learning.

The development of mathematical thinking, problem solving reasoning and numeracy will be studied across the age range for:

- babies (0-2)
- toddlers (2-3)
- children (3-7).

The unit will also help learners become confident practitioners who enjoy mathematics themselves and model good mathematical practices such as reasoning, problem solving, talking about size, weight and measures and supporting mathematics in play. They will know how to provide for problem solving, reasoning and numeracy in play and continuous provision both indoors and outdoors and make links to practice through observing children, analysing their interest in mathematics and planning further support and activities.

Links will be made to other units which reference the development of mathematics, problem solving, reasoning and numeracy, e.g. units 002, 005, 007, 009, 014 and 016, but other units too to support learner's understanding of the holistic nature or children's learning and development and how imaginative play experiences underpin children's learning. They will make the connections between children's holistic development and particularly the importance of parental involvement and the impact of the home learning environment on children's current and future development.

Learning outcomes

In this unit, learners will be able to:

1. understand the development of mathematics, problem solving, reasoning and numeracy in the Early Years
2. investigate current research, thinking and practice on the development of mathematics, problem solving, reasoning and numeracy

3. support children's mathematics, problem solving, reasoning and numeracy in play and adult-led activities.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Reference to statutory requirements, frameworks and exemplifications for children's mathematical development should be made across the age range from 0 – 7 years.

Learning outcome:

1. Understand the development of mathematics, problem solving, reasoning and numeracy in the Early Years

Topic:

1.1 The development of mathematics across the age ranges of 0-7

Topic:

1.2 Cognitive development and mathematical thinking

Topic:

1.3 How to involve parents and families in supporting children's mathematics, problem solving, reasoning and numeracy skills in the early home learning environment

Topic 1.1
The learner will understand the progressive development of mathematics, problem solving, reasoning and numeracy skills and how they begin with early talk, play and experiences in the home and wider environment with parents and families. The foundations of mathematics must be considered in the context of
- the competent and capable child from birth
- understanding and making meaning – the mastery of mathematics
- mathematical language: talking, conversational language and play
- mathematics through playing independently and with others.

Topic 1.2
Drawing on their understanding of developmental theory, learners will recognise the relationship between children's cognitive development and mathematical thinking in order to understand the complex processes which underpin children's progress from birth. The following will be taken into consideration:
- babies' innate numerosity, interest in patterns and shape as they focus on faces
- children's intrinsic drive to be curious, explore and find out (0-7)
- children having their own ideas, setting problems and problem solving and reasoning
- early pattern making, sorting, matching and sequencing skills
- cause and effect
- cognitive self-regulation and meta-cognition
- schematic development and how this moves into concept formation
- conservation of number and understanding the development of addition

and subtraction
- making sense of abstract symbols – moving from concrete to symbolic play
- the language of mathematics, problem solving, numeracy and reasoning.

Topic 1.3
Learners will understand the importance of parents, families and the home play in children's development of mathematics, problem solving, reasoning and numeracy. Reference should be made to the wide research base on home learning and parental involvement and *why* this is fundamental to children's progress and *how* it can be encouraged and supported. Learners need to make the connection between early home learning and the provision that children are attending in order to support the development of mathematical skills in collaboration with parents.

Learning outcome:
2.   Investigate current research, thinking and practice on the development of mathematics, problem solving, reasoning and numeracy

Topic:
2.1   Research review

Topic:
2.2   Key messages from research which have informed practice and development of support resources

Topic:
2.3   Reflect on the importance of a secure foundation for children's mathematical lifelong learning

Topic 2.1
Learners will need to engage with the wide research base, reading and current thinking around mathematics and the development of problem solving, reasoning and numeracy. They will need to investigate mathematics in its broadest sense and use the areas studied in 1.1, 1.2 and 1.3 as their starting points.

Topic 2.2
Learners will analyse research, resources and materials which have been designed to support children's mathematical development, problem solving, reasoning and numeracy. Evaluating and comparing the strengths and weaknesses of these will help leaners understand how to make informed choices about *what* they as practitioners offer and *how* they use materials with children.

Topic 2.3
Using their analysis, learners will reflect on the importance of creating a secure foundation and how the use of suitable resources can support mathematics for lifelong learning.

Learning outcome
3.   Support children's mathematics, problem solving, reasoning and numeracy in play and adult-led activities

Topic:

3.1   How to support children's mathematical lifelong learning

Topic:

3.2 The role of play, imaginative play and child-led/initiated play

Topic:

3.3 Model good practices

Topic:

3.4 Plan and evaluate mathematical play and activities

An understanding of how the theory of children's development in mathematics, problem solving, reasoning and numeracy is required so that learners can appreciate the various ways that children learn prerequisite skills and knowledge.

Observation, assessment/evaluation and planning for next steps should be the basis on which learners create appropriate and stimulating opportunities for mathematical skills, problem solving, reasoning and numeracy.

Topic 3.1

Learners will understand how mathematics, problem solving, reasoning and numeracy can be developed through play within good continuous provision, indoors and outdoors, to include:
- time
- opportunities and support for child-led play
- developing skills in 'real life' situations and routines
- listening to and observing child-led play
- making a decision when to join in and model skills
- child-initiated play and activities
- adult-focussed play and activities
- opportunities for sustained shared thinking
- spontaneous opportunities for development
- opportunities for problem setting and problem solving.

Learners will understand how to listen to children, support and model mathematics, problem solving, reasoning and numeracy for age ranges 0 – 7 years, and how to differentiate practice to build on children's developing experiences.

Topic 3.2

Learners will recognise and understand the connection between imaginative play and mathematics, problem solving, reasoning and numeracy to be able to implement this in practice in innovative and creative ways. Learners will build on their understanding of children's cognitive development covered in Topic 1.2 and will consider how the following aspects can be applied to practice:
- imaginative play that supports children to shift their thinking from their immediate object-led world (concrete) to more abstract thinking using signs, symbols, numbers (symbolic)
- children's intrinsic need to play imaginatively (0-7) and try out real life experiences in their play – child-led/child-initiated play
- how this leads to sustained shared thinking and deeper levels of learning
- how the adult can provide, model and support imaginative play as a play partner and engage in playful teaching.

Topic 3.3

Learners will understand how to model positive attitudes and skills towards mathematics, problem solving, reasoning and numeracy. They will inspire, support and extend children's mathematical explorations and thinking by creating

enabling environments and continuous provision through, to include:

- confidently using mathematical stories, non-fiction literature, rhymes, songs, poems and open ended resources in creative ways
- showing enjoyment, interest and imagination
- modelling mathematical skills and language in everyday practice, e.g. counting the number of children present
- being aware of everyday opportunities indoors and outdoors such as cooking, shopping, construction play, water and sand play, playing games and tuning in to what the children see, say and play
- using natural open-ended, creative materials on a large and small scale, indoors and outdoors
- ICT – computers, tablets, programmable toys, cameras, photocopiers
- using the correct mathematical language, symbols and formation of numbers.

Topic 3.4
Learners will use observations from practice to plan for further opportunities for children's mathematical development in continuous provision, child-initiated (spontaneous) and adult-led (planned) activities. Learners will evaluate the mathematical play and activities of children's involvement and sustained shared thinking, suggesting improvements to the structure of activities as necessary.

Guidance for delivery

Learners should be guided to develop their confidence and skills in mathematics as part of the process of modelling knowledge and practical application in an enthusiastic, positive and playful way. As learners' understanding of children's development in mathematics, problem solving reasoning and numeracy starts building they should become more confident in recognising and looking for ways to encourage children's mathematical problem solving. Tutors should be aware that learners' attitudes towards mathematical development may be hindered by their own experiences of maths.

Learners should know about the structures of mathematics, problem solving, reasoning and numeracy such as addition, subtraction, division, simple fractions, names of shapes (2D and 3D), correct mathematical language of measurement, capacity and volume.

The starting point of this unit should be the view of the competent and capable child from birth (Malaguzzi) so that learners can appreciate the innate abilities and curiosity that children are born with which support their ability to be thinkers and learners from the outset. Engendering a culture that embraces high aspirations for all children will encourage learners to become more aware of the small but important developmental steps that children take to foster the lifelong understanding of mathematics, problem solving, reasoning and numeracy.

It is important to discuss the breadth and depth of mathematical development and understand that it is not just about numbers, shapes and measures. Theories such as 'mastery', 'embedded understanding' and 'meaningful, contextualised mathematics' should be explored.
The foundations of mathematics, problem solving and numeracy need to be considered in the light of later progress and how confidence, self-belief and self-

regulation play a significant part in children's progress in the short and long term. Learners will need to be familiar with these terms, their links to the characteristics of effective learning and the part they play in children's development.

The role of imaginative play in children's mathematical thinking and learning will need to be explained, especially how children come to understand and make meaning of the abstract symbols used in maths and the processes involved. Learners will need to consider how they can support children's imaginative play through providing experiences, supporting child-led play and seeing opportunities to become involved in imaginative play to extend children's learning.

How to create an enabling environment for mathematics, problem solving, reasoning and numeracy and well-resourced continuous provision should be discussed with links made to practice experience and to the theoretical base on which they should be implemented. Learners should match the provision of creative and open ended resources to the developing needs of the children (0-7) and observe how they engage with them so that they can be enhanced further. The observation, assessment/evaluation and planning cycle will be an important process to use and can be used to document learner's decisions about provision and practice. They should ensure that enabling environments and continuous provision should be outdoors as well as indoors.

Understanding the importance of the early home learning environment and the role parents and families play in the development of their children's mathematics, problem solving, reasoning and numeracy is essential so that learners are aware of how working in partnership, sharing knowledge of children's development and suggesting practical ideas and solutions will lead to better outcomes. The REAM project (Raising Early Achievement in Mathematics) uses the ORIM Framework (Opportunities, Recognition, Interaction and Modelling) with parents to engage them in home learning and early mathematical practices. It is a versatile tool which is grounded in research and has a significant evidence base.

Employer engagement

Employer engagement is essential in order to maximise the value of learner's experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, is up to date.

Suggested learning resources

Atherton, F and Nutbrown, C (2013) Understanding Schemas and Young Children – From birth to three, London: Sage

Athey, C (2007) 2nd Ed Extending thought in Young Children, London: Paul Chapman Publishing

Broadhead, P (2004) Early Years Play and Learning Developing Social Skills and Cooperation, London: Routledge Falmer

Bruce, T (Ed) (2010) (2nd Ed) Early Childhood A guide for students, London: Sage

Chilvers, D (2013) Creating and thinking critically – A practical Guide to how Babies and Young Children Learn, Salisbury: Practical Pre-School Books

DCSF (2010) Finding and exploring young children's fascinations - **www.foundationyears.org.uk**

DCSF (2009) Children thinking mathematically: PSRN essential knowledge for Early Years Practitioners - **www.foundationyears.org.uk**

DCSF (2009) Numbers and patterns: laying foundations in mathematics - **www.foundationyears.org.uk**

Duffy, B (1998) Supporting Creativity and Imagination in the Early Years, Buckingham: Open University Press

Griffiths, R (1988) Maths through play, St. Louis: Macdonald

Linden, J (2001) Understanding Children's Play, Cheltenham: Nelson Thornes

McTavish (2013) Playing and exploring – A practical guide to how babies and young children learn, Salisbury: Practical Pre-School Books

Moyles, J (Ed) (2nd Ed) The Excellence of Play, Buckingham: Open University Press

Moylett, H (2013) Active Learning – A practical guide to how babies and young children learn, Salisbury: Practical Pre-School Books

Nutbrown, C (2006) 3rd Ed Threads of Thinking, London: Sage

Pound.L (1999) Supporting Mathematical Development in the Early Years, Buckingham: Open University Press

Skinner, C (Revised by Bennett,E), (2014) More than numbers – Children developing mathematical numbers, Early Education, **www.early-education.org.uk**

Stewart, N (2011) How children learn – The characteristics of effective early learning, Early Education, **www.early-education.org.uk**

Unit 016

Innovative practice to support children's play, creativity and sustained shared thinking

UAN:	A/507/6139
Level:	3
GLH:	60

What is this unit about?

The purpose of this unit is to enable learners to put into practice the knowledge and understanding of the central role of play, creativity and sustained shared thinking across the age range 0-7, i.e.:

- babies (0-2)
- toddlers (2-3)
- children (3-7).

Learners will refer to their practice experience through observations of children in their child-led play making sure that they reflect on practice and develop a deeper understanding of how this supports children's learning and progress. Links to practice will be informed by the age range of the children with whom the learner is working.

Innovative approaches will enable learners to broaden their perspective, knowledge and understanding of play, creativity, critical thinking and sustained shared thinking.

Learning outcomes

In this unit, learners will be able to:

1. research and explain the theories of play, creativity and critical thinking and sustained shared thinking
2. understand how practitioners provide opportunities for play, creating and thinking critically, and sustained shared thinking to support children's learning
3. analyse other perspectives and innovative approaches, and make links to practice.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Research and explain the theories of play, creativity and critical thinking and sustained shared thinking

Topic:

1.1 Theories of play, creativity and critical thinking and sustained shared thinking

Topic:

1.2 The difference between:
   a. play
   b. creativity and critical thinking
   c. sustained shared thinking

Topic:

1.3 Analyse how children's development in these areas evolves and how it can be supported in
     practice by adults

Topic 1.1

Theories of play, creativity and critical thinking and sustained shared thinking will include the following:
- Child-led/child-initiated play
- Free play
- Free flow play (Bruce 2004, 2010, 2015)
- Active learning, play and exploration and creating and thinking critically (The Characteristics of Effective Learning – EYFS)
- Structured play (Manning and Sharp 1977)
- Creativity and the 100 Languages (Malaguzzi 1920 - 1994)
- Creativity and links to psychology, having ideas, imagination and creative thinking (Whitebread 2012)
- Creativity as a process – process as opposed to end-product
- Sustained Shared Thinking (Siraj- Blatchford 2002, Vygotsky 1978).

Learners will explore how these perspectives connect together in a holistic way as children engage independently or collaboratively in their play, both indoors and outdoors, and refer back to their learning from year 1.

Topic 1.2

Learners will consider the different interpretations of play, creativity and critical thinking and sustained shared thinking and how they are defined. These theories are central to children's development and **how** they think and learn.

Learners will research the concept of the play continuum, including:
- unstructured/free play with no adult support
- child-initiated play
- highly structured play involving adults.

Learners will understand definitions of creativity and critical thinking, identifying the differences between *creativity, critical thinking* and *being creative* (artistic pursuits). Learners will research the concept of sustained shared thinking and the process of co-construction between children and adults.

Topic 1.3
Using observations of children in child-led play, learners will analyse the link between theoretical perspectives and practice. Learners will explore the theoretical nature of all the perspectives described above and be able to explain their function in children's development and learning, across the age range 0-7:
- babies (0-2), including:
    - the competent and capable child (Reggio Emilia)
    - the Unique Child (EYFS)
    - schematic development (Nutbrown and Atherton 2013, Athey 2007)
- toddlers (2-3), including:
    - how communication and language development supports children's creative and
       critical thinking
    - playing with others collaboratively
    - the co-construction of thinking
    - child-initiated play
- children (3-7), including:
    - the development of thinking as play moves from the concrete to the symbolic
    - complex child-initiated play
    - cognitive self-regulation (Whitebread 2012)
    - positive mind sets (Dweck 2012)
    - possibility thinking (Craft 2010-2012).

Learning outcome:
2. Understand how practitioners provide opportunities for play, creating and thinking critically, and sustained shared thinking to support children's learning

Topic:
2.1 The processes of creating and thinking critically and sustained shared thinking underpin children's learning

Topic:
2.2 Research the approaches practitioners can use to recognise and support play, creating and thinking critically and sustained shared thinking

Topic 2.1
Learners will consider the difference between *how* and *what* children learn and, for the purposes of good teaching and learning, the necessity of achieving a balance between the two. Learners will know and understand how this leads to and supports children's sustained shared thinking.

Learners will have an understanding that The Characteristics of Effective Learning relate to *how* children learn, enabling learners to observe, evaluate and plan more effectively for children's development.

Topic 2.2

Learners will understand the fundamental role of the practitioner in recognising, supporting and developing children's play, creativity, critical thinking and sustained shared thinking. They will be aware of the impact they have on children's thinking, learning and development and the successful strategies that they can use with young children, including:

- listening to and talking with babies, toddlers and young children.
- the co-construction of language and thinking
- being a play partner and engaging in playful teaching
- observing, participating and initiating play
- modelling
- providing provocations for talking and thinking
- following children's interests and idea.

Learning outcome:

3. Analyse other perspectives and innovative approaches, and make links to practice

Topic:

3.1 Other perspectives of play, creativity and critical thinking and sustained shared thinking to inform good practice

Topic:

3.2 Evaluate own innovative practice to support children's play, creativity and critical thinking and sustained shared thinking

Topic 3.1

Learners will research other approaches and perspectives to broaden their knowledge and understanding and reflect on practice, and build on their learning in year 1.

Perspectives will include:

- Reggio Emilia and the philosophy of the 100 Languages; the Reggio view of creativity, child-led thinking and learning, making learning visible and documenting children's thinking
- New Zealand; bi-cultural curriculum, disposition-led learning, creative and critical thinking, child- led play, learning stories
- outdoor play: forest schools, mud kitchens, den play and child-led play supporting children's creative and critical thinking.

Topic 3.2

Learners will apply their knowledge and understanding of other innovative approaches into practice with children, through observing their interests, evaluating what they have seen and planning for next steps. By applying theory to practice and innovating good practice they will support children's play, creativity, critical thinking and sustained shared thinking.

Guidance for delivery

This unit is designed to extend learners knowledge and understanding of *how* children learn and the development of creative and critical thinking and sustained shared thinking through child-initiated or child-led play. It is important that they have an understanding of what this looks like (theory and practice) across the age ranges and, where appropriate up, to 7 years old. Whilst some aspects of theory will be generic to all children, e.g. the competent and capable child, it will be necessary to differentiate this for the following ages:

   a. babies (0-2)
   b. toddlers (2 – 3)
   c. children (3 7).

How children learn should focus on the processes of learning and how young children learn best. This is described in the EYFS Characteristics of Effective Learning - Play and Exploration, Active Learning and Creating and Thinking Critically and needs to be fully explored. They focus on the dispositions of being a thinker and learner rather than the content or knowledge that one wants children to learn, often described as *what* children need to learn. This is the curriculum content or in the EYFS the 7 Areas of Learning.

References should be made to Statutory Duties as well as wider reading and research.

The theories of play, creativity and sustained shared thinking will give learners the underpinning knowledge and theoretical constructs that support children's creative and critical thinking. Learners should make the connection between play that is led or initiated by children without adult intervention (un-planned play) and play that is structured by the adult, e.g. planned for and adult-led focussed activities which are not strictly play based.

The development of sustained shared thinking, which arises mainly out of child-led play, needs to be fully explored including the research base (e.g. Researching Effective Pedagogy in the Early Years, REPEY 2002) in recent times, as well as the early theoretical constructs of the zone of proximal development (Vygotsky 1978) and joint problem solving (Wood and Attfield 2005).

Other theories of emotional and cognitive self-regulation (Whitebread 2012), mind-sets (Dweck), meta-cognition (Whitebread 2012), schematic thinking (Nutbrown and Atherton 2013, Athey 2007) and possibility thinking (Craft 2010-2012) should be explored and linked to practice.

The transition of theory into practice should be a key focus to enable learners to fully understand children's thinking, learning and development as it unfolds in their play and activities. Longer narrative type observations of children will enable the learner to see the child's thinking unfolding rather than using shorter, incomplete snap shot observations. Learners should discuss these observations together and reflect on what they have seen using a co-constructive model of understanding with their fellow learners. As they build their knowledge of practice they can extend this further by considering how the adult's role will support and extend children's creative and critical thinking.

The role of language, particularly creative, conversational language, should be discussed and how children talk about their thinking, ideas and interests. The

strategies that adults use to support imaginative play should be included particularly the 'playful adult role' and how adults engage in imaginative play as play partners and role models.

Innovative models of practice should be introduced and learners encouraged to try them in practice with children. or example, the Reggio Emilia model of co-construction, described by Malaguzzi as a game of table tennis whereby the adult and child/children bat the thinking or conversation to each other in increasingly complex ways to extend learning. Learners can practice and develop their skills with children.

Websites and Early Years journals will hold much current information. Learners will need to evaluate the quality and suitability of models of innovative practice and consider how they can use what they have found to support children's play and creativity.

Links should be made to other units to support learners' understanding of the holistic nature of children's thinking, learning and development, particularly units 002, 005, 008, 009, 014 and 015.

Employer engagement

Employer engagement is essential in order to maximise the value of learner's experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, is up to date.

Suggested learning resources

Atherton, F and Nutbrown, C (2013) Understanding Schemas and Young Children – From birth to three, London: Sage

Bayley, R and Featherstone, S (2004), Child-Initiated Learning, Leicester: Featherstone

Bruce, T, Louis, S and McCall, G (2015) Observing Young Children, London: Sage

Bruce, T (Ed) (2010) (2nd Ed) Early Childhood A guide for students, London: Sage

Bruce, T (2004) Cultivating Creativity in Babies, Toddlers and Young Children. London: Hodder and Stoughton

Brodie, K Sustained Shared Thinking in the Early Years– Linking theory to practice, David Fulton

Carr, M and Lee, W (2012) Learning Stories – Constructing learner identities in Early Education, London: Sage

Chilvers, D (2013) Creating and thinking critically – A Practical Guide to how Babies and Young Children Learn, Salisbury: Practical Pre-School Books

Chilvers, D (2012) Playing to Learn – A guide to Child-led Play and its Importance for Thinking and Learning, ATL accessed from **www. atl.org.uk**

Chilvers, D (2006) Young Children Talking – The art of Conversation and Why Children Need to Chatter, London: Early Education.

Craft, A., Cremin, T, Burnard, P. and Chappell, K. (2007). Developing creative learning through possibility thinking with children aged 3-7. In: A. Craft, T. Cremin and P. Burnard (eds) Creative Learning 3-11 and How We Document It. London: Trentham Books

Department for Education (2012) *Statutory Framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five*. Available at **http://www.foundationyears.org.uk/early-years-foundation-stage-2012/** or **http://www.education.gov.uk/aboutdfe/statutory/g00213120/eyfs-statutory-framework**

DCSF (2009) Learning, Playing and Interacting – Good practice in the EYFS- via **www.foundationyears.org.uk**

DCSF (2010) Finding and exploring young children's fascinations - via www.foundationyears.org.uk

Dowling, M (2010) 3rd Ed Young children's Personal, Social and Emotional Development, Sage

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Dweck.C (2012) Mindset: How You Can Fulfil Your Potential

Edwards. C, Gandini.L, Forman.G (1998) (2nd edn) The *Hundred Languages of Children, The Reggio Emilia Approach – Advanced Reflections*, Westport, CT: Ablex Publishing

Featherstone, S and P (2008) Like Bees not Butterflies – child initiated learning in the early years, Featherstone

Fumoto, H., Robson, S., Greenfield. S and Hargreaves, D. (2012) *Young Children's Creative Thinking,* London: Sage.

Gopnik, A, Meltzoff, A and Kuhl, P (1999) How babies think, Phoenix

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Linden.J (2001) Understanding Children's Play, Nelson Thornes

Manning, K. & Sharp, A. (1977)Structuring play in the Early Years at school (London, Ward Lock Educational)

McTavish (2013) Playing and exploring – A practical guide to how babies and young children learn, Practical Pre-School Books

Moyles, J, Adams, S, Musgrove. A, (2002) Study of Pedagogical Effectiveness in Early Learning (SPEEL), DFES Research Report 363

Moyles, J (2005) (2nd Ed) The Excellence of Play, Maidenhead: Open University Press

Moylett, H (2013) Active Learning – A practical guide to how babies and young children learn, Practical Pre-School Books

Nutbrown,C (2006) 3rd Ed Threads of Thinking, Sage

Rinaldi,C (2006) *In Dialogue with Reggio Emilia, Listening, researching and learning,* London: Routledge.

Robson, S (2006) *Developing thinking and understanding in young children*, London: Routledge.,

Siraj-Blatchford, I. et al. (2011), *Performing against the odds: developmental trajectories of children in the EPPSE 3-16 study*, Department for Education, Research Report DFE-RR128

Siraj-Blatchford, I., Sylva, K., Muttock, S., Gilden, R.,and Bell, D.(2002) *Researching Effective Pedagogy in the Early Years, (REPEY)* DfES Research brief No356.

Smith, R. et al. (2009) *Early Education Pilot for Two Year Old Children Evaluation*. DCSF Research Report 134

Stewart, N (2011) How children learn – The characteristics of effective early learning, Early Education **www.early-education.org.uk**.

Whitebread, D (2012) Developmental Psychology and Early Childhood Education, Sage

Wood, E. & Attfield, J. (2005) Play, learning and the early childhood curriculum (2nd Ed.). London: Paul Chapman Publishing

Websites

Harvard University Center on the Developing Child, Serve and return interaction shapes brain circuitry, National Scientific Council on the Developing Child, available **www.developingchild.harvard.edu**

Unit 017   Working with children under the age of 3 in the Early Years setting

UAN:	M/507/6140
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is for learners to extend their knowledge and understanding of the significant historical and emerging educational and pedagogical theories of how children under 3 learn and develop. Learners will understand how to work in a collaborative way with children, families, their team and other partners. In order to meet holistic needs of children, taking into account their cultural differences and special requirements, learners will examine their own roles and responsibilities as practitioners in relation to providing:

- physical care
- play experiences and activities
- opportunities for creative development
- educational programmes.

Learners' observations, assessment and planning next steps for children under the age of 3 will be central to the completion of this unit. Learners will make links to research and learning from units 009, 014 and 015.

Learning outcomes

In this unit, learners will be able to:

1. understand the principles, research and current thinking which underpin effective pedagogy
2. understand effective pedagogy in practice for children under the age of 3
3. use observation to assess and plan next steps for children under the age of 3.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes be achieved.

Learning outcome:

1. Understand the principles, research and current thinking which underpin effective pedagogy

Topic:

1.1 Principles of working with children under the age of 3

Topic:

1.2 Research and current thinking

Topic 1.1

Learners will explore the principles of working with:
- babies (0-12 months)
- toddlers (12-18 months)
- young children (18-36 months).

This will include the following:
- the importance of the strong start emphasising the first three years of a child's life
- the unique child
- enabling environment
- positive relationships
- learning and development
- competent and capable child
- sensitive period of development
- attachment, attunement and nurturing
- self-esteem, self-awareness and resilience building
- conception to age two: The First 1001 days.

Learners will explore how these principles apply in practice to promote effective pedagogy.

Topic 1.2

Learners will investigate research and current thinking relating to children under the age of 3 in the following areas:
- treasure baskets
- heuristic play
- sleep, rest and relaxation, including safe sleeping
- breastfeeding, weaning (bottle to solids), self-weaning
- communication and language development, e.g. musicality
- physical development, e.g. tummy time
- early brain development, e.g. serve and return (Harvard University).

This research will inform learners' knowledge and understanding for outcome 2. Learners will also reflect on the knowledge and understanding gained from unit 005.

Learning outcome:

2.   Understand effective pedagogy in practice for children under the age of 3

Topic:

2.1 The role of the practitioner

Topic:

2.2 The role of the enabling environment

Topic:

2.3 Working collaboratively with children, families, own team and other professionals

Learners should use their research from Outcome 1 to support their learning in Outcome 2.

Topic 2.1

Learners will consider the role and responsibilities of a practitioner in implementing the principles. Practice should include:

- key person
- observing, evaluating and assessing children's play learning and development indoors and outdoors
- planning for next steps
- promoting quality communication and interactions in practice that meet the needs of children under the age of 3
- appropriate resources for the age range
- reflecting on the quality of own practice.

Learners will examine the importance of their own role and ability to:

- intervene, engage and partner children in the learning process where appropriate to support and extend learning
- establish and build positive relationships with children
- model appropriate social emotional and intellectual behaviours
- be consistent
- use communication to interact in a positive, enthusiastic and thoughtful way enabling sustained shared thinking
- promote equality and inclusion for every child, parent and colleagues
- handle equipment with care and appropriate supervision at the level of child's age and stage of development
- have realistic but high aspirations of children's abilities
- use critical analysis to evaluate children's learning development and progression.

Topic 2.2

Learners will consider the role of the enabling environment in supporting children under the age of 3, including the following key elements:

- opportunities for learning and development
- appropriate and well maintained resources

- flexible spaces indoors and outdoors
- places to rest and sleep (including safe sleeping)
- an inviting and cosy environment where children feel safe and secure
- visually appealing and stimulating
- time to explore, extend ideas and interests
- promoting autonomy and independence
- enabling children to make choices, take measured risks, talk and think for themselves
- creating multi-sensory experiences in which children can exploit their innate capacity for learning, practicing and refining skills.

Topic 2.3

Learners will consider how they can support and work collaboratively with:
- children
- families
- own team
- other professionals

In relation to children:
- play partner
- supporting children to make choices about own play and learning
- supporting children's thinking and reflection
- supporting children's communication skills and understanding
- recognising and valuing the diverse home experiences of children, e.g. having English as an additional language
- listening to children and valuing what they say
- promoting children's personal, social and emotional development, e.g. sharing, turn taking and collaborative play.

In relation to families:
- establishing relationships with parents
- working in partnership with parents
- establishing positive communication links, e.g. learning journals, observations, routines of the day
- supporting parents to understand how children learn and develop through playing and exploring, e.g. sharing observations and assessment.

Learners will build on their learning from unit 013.

In relation to own team:
- supporting effective team work through communication and involvement
- shared understanding of principles, practice and pedagogy.

Learners will build on their learning from unit 007.

In relation to other professionals:
- effective arrangements for sharing information and working in partnership with other professionals, e.g. speech therapist, health visitors, midwives.

Learners will build on their learning from unit 007.

Learning outcome:

3. Use observation to assess and plan for next steps for children under the age of 3

Topic:

3.1 Carry out observations indoors and outdoors for:
   a. babies (0-12 months)
   b. toddlers (12-18 months)
   c. young children (18-36 months)

Topic:

3.2 Analyse observations taking into account the principles and current thinking for working with children under the age of 3

Topic:

3.3 Make recommendations for further development of pedagogical practice for children under the age of 3

Topic 3.1

Learners will use unit 002 to inform their method of observation and recording to ensure they cover the holistic nature of children's learning and development. Learners must carry out observations that include both indoor and outdoor environment.

Topic 3.2

Learners must reflect on and use their findings from Learning Outcome 1 to inform their analysis of their observations. Learners should take into account the role of the key person, the design and layout of the environment, how this supports holistic development, the routine (children's own and setting), and the creative enabling space for young children across the age range of 0-3. Learners must adhere to risk assessment and health and safety practices.

Topic 3.3

Learners will understand how to make recommendations using their reflections on learning in 3.1 and 3.2 and unit 002. When making recommendations learners will include:

- children with additional needs (including gifted and talented children, safeguarding issues, physical and special educational needs, speech, language and communication needs)
- children with English as an additional language.

Guidance for delivery

This unit is designed to ensure that learners understand the principles, perception and practice which underpin the Early Years pedagogy. Connections should be made across all mandatory units to enable learners to understand the holistic nature of children's development from 0-3.

Principles should be at the heart of practitioners' values and beliefs and are fundamental to practice. They form the ideological base from which learners consolidate their thoughts and actions which are then reflected into their vision, aims and goals in practice. Practitioners who are reflective and are committed to ongoing continual professional development recognise that principles should be reviewed, adapted and changed in light of new research.

Tutors must ensure that learners have an understanding of current research and thinking in order to carry out the practical and reflective aspects of this unit. Links must be made between principles, pedagogy and practice. Learners must understand the importance of early intervention as identified by recent research, reports and statutory requirements, and the impact this is having on practice with children under the age of 3.

Tutors must ensure that learners review the practical implications of observation, assessment and planning from unit 002 and use this when carrying out observations for this unit.

Learners need to have regard for policies and procedures in settings in line with the legislation and codes of practice related to working with children under the age of 3.

Employer engagement

Employer engagement is essential in order to maximise the value of learner's experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, is up to date.

Suggested learning resources

Allen, G MP (2011) Early intervention: The next steps, **www.gov.uk**

Brodie, K (2014), Sustained Shared Thinking in the Early years: Linking Theory to Practice, London: Routledge

Elfer, P (2008) Children Under Three and their key relationships, University of Roehampton (DVD also available)

Families in the Foundation years (2011), evidence pack **www.dfe.gov.uk**

Golding, K and Hughes, D (2012), Creating loving Attachments Philadelphia: Jessica Kingsley

Harvard University (2012), The Foundations of Lifelong Health are built in Early Childhood, **www.developingchildharvard.edu**

Louis S, Beswick C, Magram L Hayes L (2013), Understanding Schemas in Young Children, London: Bloomsbury

Moyles, J (2010), Excellence of Play, Open University

Stacey, S (2015), Pedagogical Documentation in Early Childhood: Sharing Children's Learning and Teachers Thinking, St. Paul: Redleaf Press

Supporting Families in the Early Years(2011), **www.dfe.gov.uk**

Zeedyk, Dr S (2012), Brain Development and Communication, **www.suzannezeedyk.com**

Websites

www.developingchildharvard.edu

www.pintest.com

www.best.start.org

www.ncb.org.uk (March 2015 Support for Early Literacy Development) in conjunction with REAL (Raising Early Achievement in Literacy)

www.bookstart.org.uk

www.gameskidsplay.net

Dedicated to child development and learning **www.child-central.com**

www.preschoolrainbow.org

Association for Professional Development in the Early Years is a site which has reflections on current projects, reports conferences etc.**www.tactyc.org.uk**

Videos

Birth light Conference, Professor Colwyn Trevarthen (2013)

Harvard 2010 Serve and Return, Experience Build Brain Architecture. Toxic Stress derails Healthy Development

Unit 018   Supporting children with additional needs and disabilities in the Early Years

UAN:	T/507/6141
Level:	3
GLH:	30

What is this unit about?

This unit will support learners to understand how to work effectively with children with additional needs and disabilities. Learners will understand how the legislation, regulatory, policies and statutory frameworks underpin their own and others' roles and responsibilities for supporting children with additional needs and disabilities within Early Years settings. Learners will develop an understanding of additional needs and disabilities which may be genetic or inherited, and other issues which can affect children's overall development and learning.

Learning outcomes

In this unit, learners will be able to:

1. understand legislation and regulatory requirements underpinning practice in Early Years settings
2. recognise categories and types of additional needs and disabilities for children under the age of 7
3. understand how to work with children with additional needs and disabilities.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand legislation and regulatory requirements underpinning practice in Early Years settings

Topic:

1.1 Legislation

Topic:

1.2 Regulatory requirements, codes of practice and frameworks

Topic 1.1

Learners will explore legislation which underpins practice for children with additional needs and disabilities in Early Years settings as a basis for understanding the importance of early identification of needs and timely intervention to support children's learning and development.

As a minimum the following legislation should be explored:
- Children and Families Act 2014 (Part 3)
- Working together to Safeguard Children 2015
- Education Act 2011
- Equality Act 2010 (and amendments)
- Children Act 2006
- Mental Capacity Act 2005
- SENDA 2001
- UN Charter on the Rights of the Child 1989
- Health and Safety at Work Act 1974.

Learners will understand how legislation will impact on practice in settings.

Topic 1.2

Learners will understand how to apply the following regulatory requirements and codes of practice in the Early Years:
- SEND Code of Practice 2015 (Graduated Approach)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 201
- Current curriculum guidance
- Common Assessment Frameworks or equivalents.

Learning outcome:

2. Recognise categories and types of additional needs and disabilities for children under the age of 7

Topic:

2.1 Categories of additional needs and disabilities

Topic:

2.2 Types of additional needs and disabilities

Learners will explore how different types of additional needs and disabilities may fall within one or more categories in order to understand the potential impact for children's learning and development and the referral process.

Topic 2.1

Learner will understand the different categories of additional needs and disabilities that may affect children's ability to learn and develop.

Categories of additional needs and disabilities:

- communication and interaction
- cognition and learning
- behavioural, emotional and social development
- sensory and/or physical.

Topic 2.2

Learner will explore a wide range of additional needs and disabilities. Some examples are listed below. However, this list is not exhaustive and other relevant examples may be explored.

- ADHD
- Autism/ASD
- Cerebral palsy
- Down's Syndrome
- Dyspraxia
- Dyslexia
- hearing impairments
- visual impairments
- language barriers
- developmental delay
- gifted children
- emotional behavioural difficulties
- temporary transitional factors.

From studying child development in unit 002 learners will recognise the expected pattern of children's development and when this may not happen.

Learning outcome:

3. Understand how to work with children with additional needs and disabilities

Topic:

3.1 The role of the practitioner

Topic:

3.2 Implications for own practice

Topic 3.1

Learners will understand the importance of their role and responsibilities in

supporting children with additional needs and their families. This will include the following:

- observation, assessment and planning as a process for recognising when a child's development is not following the expected pattern
- sharing information gathered to support referrals and intervention
- implementing any interventions to ensure children make progress in learning and development
- making adaptations to own practice to meet the needs of the children, e.g. using assistive technologies, duration of activities
- following policies, procedures and referral processes

Learners need to understand the role of individuals and organisations who may be involved in the identification, referral and intervention. These may be:

- SENCO
- Early Years advisory teacher (for Early Years inclusion)
- Portage
- health visitors
- GPs
- speech therapists
- paediatrician
- optician
- orthopaedic
- audiologist
- psychologist
- Early Start baby groups
- playgroups
- day-care nurseries
- child-minding services
- outreach services
- charitable organisations, e.g. SCOPE
- PORTAGE (work with child under five in the home)
- Local Family Information Service
- local offer.

Topic 3.2

Learners will need to understand the importance of taking into account the feelings, beliefs and reactions of children and their families when additional needs and disabilities have been identified, and how this may influence practice, e.g. parent not accepting the child has an additional need or the child experiencing communication difficulties. Learners will also examine their own feelings, beliefs and reactions and how this may impact on their practice.

Learners will also explore the importance of working with families and other professionals in partnership and how this will support the child. It is expected that this will be linked to units 004, 007 and 013.

Learners will understand the importance of training depending on the identified needs of the child, e.g. Diabetes blood testing.

Learners must ensure they are familiar with the reporting processes within the setting and the local area for children with additional needs and disabilities to meet statutory duties.

Guidance for delivery

This unit is designed to ensure that learners understand the current legislation, statutory requirements and codes of practice which underpin supporting children under the age of 7 who have additional needs and disabilities. Connections should be made across all the mandatory units to enable learners to understand the holistic nature of children's development. Learners must understand the current research and reports on the importance of early identification and intervention to enable children with additional needs and disabilities to reach their full potential.

Tutors need to ensure that learners understand that accurate observations and assessments are an integral part of the referral process linked through the SEND Code of Practice (Graduated Approach).

Learners must understand the types of additional needs and disabilities which may be as a result of hereditary factors, pre-birth factors, through the birth process or ongoing developmental issues and concerns. Learners must understand that children with additional needs and disabilities have the same needs as other children and they should examine and identify how they will support them within everyday practice.

Tutors must ensure learners understand the importance of working in partnership with families and other professionals to maximise children's development and learning.

Guidance should to given to learners about the need to examine their own values, beliefs and background which could have an influence on their views when supporting children or working with colleagues who may also have additional needs and/or disabilities.

Employer engagement

Employer engagement is essential in order to maximise the value of learner's experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, is up to date.

Suggested learning resources

Armstrong, D, Squires. G (2012) Contemporary issues in Special Educational Needs, Berkshire: McGraw Hill & Open University Press

Families in the Foundation Years 2011 Evidence Pack **www.dfe.gov.uk**

Hannell, G (2014), Identifying Special Needs: Checklists for profiling individual differences, London: Routledge

Lewis, A, Brahm Norwich (2007), Special Teaching for Special Children: Pedagogies for Inclusion, London: Routledge

Martin-Denham. S (2015), Teaching Children and Young People with Special Needs and Disabilities, London: Sage

Mountstephen, M (2009), Practical Guide to Support Children with Speech and Language Difficulties, Salisbury: Practical Pre-School Books

Send Code of Practice   2014   -Guide for Parents/Carers **www.gov.uk**

Supporting families in the Foundation years 2011 **www.dfe.gov.uk**

Walk, K (2011), Special Needs and Early Years, London: Sage
Wearmouth, J (2012), A Special needs: The Basics, London: Routledge

Websites
www.sense.org
www.deni.gov.uk
www.barnados.org.uk
www.nhs.uk/livewell/childrenwithlearningdisability
Ideas on supporting general special needs **www.teachingides.co.uk**
Support systems for military families **www.ssafa.org.uk**
www.ncb.org.uk
www.councilfordisabledchildren.org.uk
Resources, books and equipment **www.tts-group.co.uk**
May 2015 Podcast to view around the current reforms taking place integrated assessments bringing together Education, Health and Social Care
www.foundationyears.org.uk
Comprehensive resource around special educational needs and disability
www.dfe.gov.uk
Understanding worldwide attitudes and perspectives towards disability
www.disabilytworld.org

Unit 019 Developing leadership skills

UAN:	A/507/6142
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is to support learners in gaining an understanding of leadership and management in the Early Years and how this is supported in the setting. Learners will be required to gain knowledge of the differing leadership and management styles that may be used in the day to day running of an Early Years setting. Learners will also need to understand the importance of team work and how leadership and management contributes to this, in order to meet the individual needs of children and their families.

Learning outcomes

In this unit, learners will be able to:
1. understand the meaning and characteristics of leadership and management
2. understand the role of leadership and management within the Early Years team
3. recognise the importance of policy and policy making in leadership and management in
   Early Years.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand the meaning and characteristics of leadership and management

Topic:

1.1 The meaning and **characteristics** of leadership

Topic:

1.2 The meaning and **characteristics** of management

Topic:

1.3 How leadership and management can **support** the Early Years setting

Topic 1.1

Learners will understand what leadership means and what **characteristics** a leader would show, to include:

- possessing clear vision for the team
- strong team worker and team builder
- consistent and fair
- seeks to inspire
- people-orientated
- role model for staff, children and families
- focussed on developing others
- effective communicator
- reflective and adaptive
- professionally confident
- sets achievable goals and objectives
- does the right thing
- challenges the status quo.

Topic 1.2

Learners will understand what management means and what **characteristics** a manager would show, to include:

- task orientated
- possessing good industry knowledge
- able to make decisions
- firm but fair attitude
- effective communicator
- manager of processes
- supports constructive feedback
- strong listener
- possessing good delegation skills
- goal-orientated
- seeks to control
- does the things right
- accepts the status quo.

Topic 1.3

Learners will understand how leadership and management can **support** Early Years practices, to include:
- meeting the needs of the children
- meeting the needs of families
- providing effective planning
- ensuring quality of provision and practice
- using self-evaluation tools and evidence-based practice
- ensuring all regulatory requirements are met as a minimum.

Learning outcome:

2. Understand the role of leadership and management within the Early Years team

Topic:

2.1 Different **leadership and management styles**

Topic:

2.2 Characteristics of an **effective Early Years team**

Topic:

2.3 Evaluate how positive leadership and management can contribute towards cross-

functional working in Early Years

Topic:

2.4 Ways in which leadership and management can support children's learning and development

Topic 2.1
Learners will understand the differences between the following **leadership and management styles**:
- Goleman's 6 Leadership styles
- authoritarian
- democratic
- laissez-faire
- paternalistic.

Topic 2.2
Learners will understand how the following theories can be applied in the Early Years setting in relation to leadership and management:
- Belbin's Team theory
- Tuckman's Stages of Group development
- McClelland's Human Motivation Theory
- Maslow's Motivational Theory
- Johari's Window
- Hertzberg Hygiene Factors.

Learners will understand what the goals of an **effective Early Years team** are, to include:
- implementing the setting's pedagogical vision
- meeting the needs of the children to fulfil their potential

- meeting the needs and support for the family
- meeting the needs of the team members
- implementing an effective observation, assessment and planning cycle
- identifying early intervention
- inclusion
- safeguarding and wellbeing
- confidentiality
- supporting transitions for children.

Learners will also understand that in order for a team to be effective, leadership and management must ensure the following:
- continuing professional development for team members
- supervision and appraisal system with clear goals
- coaching and mentoring opportunities.

Topic 2.3
Learners will understand the legislation, regulations and codes of practice relating to cross-functional working in the Early Years sector, to include:
- Children Act 2004
- Children and Families Act 2014
- Assessment Frameworks (Team Around the Child, Team Around the Family)
- SEND Code of Practice 2014
- Role of the SENCO
- Partnership with Parents.

Learners will understand how to lead and develop cross-functional working with other services/professionals, to include:
- speech and language therapists
- educational psychologists
- social workers
- teachers
- practitioners
- educational welfare officers
- family support/link workers
- children's centres
- foster carers
- portage workers
- health visitors
- advisory services
- SEND local offer.

Learners will also understand the role of positive leadership and management in cross-functional working, and evaluate its importance in regards to:
- sharing of information
- sharing resources.

Topic 2.4
Learners will understand the ways in which positive leadership and management can support children's learning and development, to include:
- supporting staff with planning, assessment and evaluation of curricular frameworks
- supporting parents with children's learning and development (parental

numeracy/literacy sessions)
- providing continuing professional development for staff
- ensuring Ofsted requirements in leadership and management are met
- monitoring the use of the enabling environment
- evaluating the effectiveness of the provision of:
  - children's learning experiences
  - children's learning through a range of activities
  - materials to support learning
  - resources to support learning
  - organisation of the provision to maximize learning
  - inclusive learning.

Learning outcome:

3. Recognise the importance of policy and policy making in leadership and management in Early Years

Topic:

3.1 The importance of policies and the policy making process

Topic:

3.2 **Writing and renewing of policies** in an Early Years setting

Topic 3.1

Learners will understand how leaders and managers use policies and the policy making process to ensure best practice, taking the following into consideration:
- policy derived from legislation
- policy derived from codes of practice and statutory frameworks
- process of review (annual, incremental, incident driven)
- changes to employment law.

Topic 3.2

Learners will understand what factors are taken into account when **policies are being written and reviewed**, to include:
- involving full team in policy writing
- involving the wider community (parents and children)
- making sure policies are fit for purpose and reflect organisational values and beliefs
- setting the rationale, aims, objectives and impact for the written policy and how this will influence practice
- incorporating requirements of current legislation and statutory duties as changes arise.

Guidance for delivery

This unit is designed to support learners to understand the effective running of an Early Years setting. Learners may benefit from observing leadership and management in setting and reflecting on this. Learners may also benefit from looking more in-depth at how policies are written and adhered to in setting. They may also review current policies to reflect and build a new pro-forma. Tutors should make learners aware that policies may need to be reviewed and updated in year and or annually. This may be due to changes in government, legislation, new initiatives, and changes in UK or local authority budget and funding or income streams. Therefore, tutors should provide learners with the opportunity to review and reshape policy exemplars, to reflect changes to legislation, policy and practice. These do not have to be brought in from the learners' placements and can be provided by the tutor.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placement(s).

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sector who may be able to help with keeping the examples of legislation, policies and codes of practice, used in the taught content, up to date.

Suggested learning resources

Anning, A. et al. (2006) Developing Multiprofessional Teamwork for Integrated Children's Services, Open University Press

Cook, J. (2013) Leadership and Management in the Early Years. Practical Pre-School Books

Lindon, J and Lindon, L. (2012) Leadership and Early Years Professionalism: Linking Theory and Practice. Hodder

Moyles, J. (2006) Effective Leadership and Management in the Early Years. Open University Press

Rodd, J. (2012) Leadership in Early Childhood: The Pathway to Professionalism. Open University Press

Rose, J. and Rogers, S. (2012) The Role of the Adult in Early Years Settings, Open University Press

Sarij-Blatchford, I. and Manni, L. (2007) Effective Leadership in the Early Years Sector: The ELEYS Study, Institute of Education

Siraj-Blatchford, I and Hallet,E (2013) Effective Caring and Leadership in the Early Years, London: Sage

Unit 020   Understanding contemporary society

UAN:	F/507/6143
Level:	3
GLH:	30

What is this unit about?

This unit is designed to support learners to recognise the diverse the nature of contemporary society that children are growing up in today. Learners will have opportunities to think about the fact that the foundations for children's approach to life are laid down in the Early Years. In order for children to achieve their full potential, high quality equitable services need to be in place that ensure individual needs are met. This includes helping parents to understand and accept contemporary society.

Learners will be challenged to think about childhood as a concept in contemporary society and how this has changed and been influenced by different aspects such as domestic and international governments, local authorities, immigration, the growth of social media and technology, and education. Learners will consider how they and settings include all families and children. This involves making sure they know:
- concept of inclusion and exclusion
- international and global influences
- family history
- culture, beliefs and practices (religious/non-religious)
- what children's everyday lives are like
- languages spoken by child and family
- parents ideas of learning, education
- community and social contacts
- perceptions of children and childhood.

Learning outcomes

In this unit, learners will be able to:
1. understand the different issues for contemporary society
2. understand policy and practice in contemporary society
3. investigate perceptions of children and childhood.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand the different issues for contemporary society

Topic:

1.1 Aspects of contemporary society

Topic:

1.2 Own values and beliefs

Topic:

1.3 Impact of attitudes in contemporary society on children, families, practitioners and practice

In this outcome, learners will use relevant theoretical constructs and systems as well as reference to equitable and inclusive practice.

Topic 1.1
Learners will understand how different aspects within society can influence children's learning and development, attitudes, and tolerance, including:
- gender
- transgender
- race
- religion
- sexual orientation
- socioeconomic status
- culture
- migration
- family structure.

Learners will understand how children form ideas, opinions and attitudes to these different aspects through exposure to both first and second hand experiences. First hand could be from family, friends, setting etc. Second hand could be from the media (including social networks), extended family, family histories and perceptions.

Topic 1.2
Learners will need to understand how their own personal journey has helped to shape their lives, attitudes and perceptions, taking into account:
- family structure
- religion
- culture
- sexuality
- race
- friendships and relationships
- education (to include pre-school or early learning opportunities)
- socioeconomic status
- migration

- media.

Drawing on their understanding of relevant theorists (e.g. Bronfenbrenner, High Scope, Te Whariki), learners will analyse how children's thoughts, ideas and attitudes can be formed through different interactions, or lack of interactions, and how these may influence their understanding about the wider world.

Topic 1.3
Learners should consider how to be objective about their own values and beliefs and how these could influence and impact on their practice. Learners will understand why people develop the attitudes they do and should consider:
- norms
- stereotypes
- traits.

Learners will examine how attitudes could shape behaviours in children, families, themselves and settings and the effect this may have on the way people are treated. Learners will explore implications for own and setting practice, meeting the needs of the children and forming partnerships with parents.

Learning outcome:
2. Understanding policy and practice in contemporary society

Topic:
2.1 Policy for Early Years in contemporary society

Topic:
2.2 Practice in Early Years

Topic:
2.3 Strategies for change

Topic 2.1
Learners will research how government policy for Early Years has evolved since World War II, taking the following concepts into consideration:
- children's rights
- the roles for men and women
- compulsory school age, both UK and international
- the right to work
- generational poverty
- generational educational achievements
- cycle of deprivation
- socioeconomic status
- the aging population and its implications
- tolerance for differences
- the importance of education
- voluntary sector vs state provision.

Learners will consider the implications for people from different cultures and their attitudes to raising and educating children.

Topic 2.2
Learners will research the influences behind the Early Years Foundation stage and what its aspirations were, taking the following into consideration:
- linking education and care
- valuing Early Years practitioners
- Ofsted role
- funding
- meeting the needs of all children.

Learners will consider the implications for people from different cultures and their attitudes to raising and educating children.

Topic 2.3
Drawing on their research, learners will review current initiatives and legislation to evaluate strategies that are being put in place. Learners will take the following into consideration:
- Children and Family Act 2014
- SEND Code of Practice 2014/2015
- Equality Act 2010 (as amended)
- guidance on school starting age
- Prevent Duty
- Children centres (Sure Start initiative).

Learning outcome:
3. Investigate perceptions of children and childhood

Topic:
3.1 The meaning of childhood

Topic:
3.2 Early Years curriculums

Topic 3.1
Learners will understand the way in which children are viewed by society and take into account the views of childhood. This should take into account cultural differences and the way that children have been regarded throughout history (from Victorian to modern day) to establish the current concepts of childhood in contemporary society. Learners will recognise ways in which childhood is constructed by society and the influence of different societies.

Topic 3.2
Learners will investigate how Early Years curricula has evolved over the last 10 years to mirror the changing perception of children and childhood by society. Learners will examine how the Early Years curricula has changed over time including the following major influences for these changes:
- the needs of children – respecting their rights
- the needs of parents
- government manifestos
- external influences (migration, diversity, media)
- public need for childcare and how this should encompass care and

Guidance for delivery

Tutors should challenge learners to consider social and cultural concepts within society and think about what this means in practice. Society has constructed ideas, attitudes etc. that do not exist naturally but are formed by cultural and societal expectations or norms. Tutors need to encourage learners to challenge these in order to ensure a more inclusive society. Tutors can explore whether the 'norms' are determined by an oversimplification of the idea about what attitudes, behaviours or traits are associated with different aspects of society, e.g.

- males should be strong, aggressive and dominant
- females should be passive, nurturing and compliant.

Tutors should be aware that this unit will challenge learners to confront their own ideas and opinions so they need to manage taught sessions to ensure that everyone is heard and treated fairly.

Suggested learning resources

https://www.atl.org.uk/Images/Right%20from%20the%20start.pdf

Unit 021   Preparing for employment in the Early Years

UAN:	J/507/6130
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is for learners to develop their knowledge, understanding and practical skills in preparing for employment in the Early Years sector. Learners will examine the personal and professional qualities and skills, the principles and values required, and the job seeking skills involved in applying for employment in Early Years.

Preparation for employment is a very important aspect of becoming a professional in the Early Years sector. In this unit, learners will be able to explore a variety of ways to investigate employment opportunities and promote themselves actively in the job market.

This is a practical unit and learners will be supported to research employment opportunities, create a CV and learn about the interview process in preparation for employment. Learners will also reflect on their job seeking skills in order to review and update the continual professional development plan commenced in year 1 (unit 001, topic 1.5).

Learning outcomes

In this unit, learners will be able to:
1. identify personal and professional qualities and skills, and the principles and values required for employment in the Early Years sector
2. understand job application processes in preparing for employment in the Early Years sector
3. reflect on preparation for employment in the Early Years sector and plan for progression.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Identify personal and professional qualities and skills, and the principles and values required for employment in the Early Years sector

Topic:

1.1 Personal and professional qualities required for employment in the Early Years sector

Topic:

1.2 Professional skills, principles and values required for employment in the Early Years sector

Topic 1.1

Learners will understand the personal and professional qualities required for employment in the Early Year sector. This will include but is not limited to:

- interested and enthusiastic about all children
- motivated and self-regulated (e.g. being interested in learning, understanding boundaries and limitations of own role)
- empathy
- reliability
- approachability
- positive outlook
- aspirational
- creativity.

Learners will analyse how their personal and professional qualities align with the components of a person specification and the requirements for employment in the Early Years sector.

Topic 1.2

Learners will understand professional skills required for employment in the Early Years sector and analyse how relevant they are to specific job descriptions. They will also understand the purpose of the essential and desirable criteria within job descriptions.

Professional skills will include but are not limited to:

- ability to communicate effectively both orally and in writing with adults and children
- ability to work as part of a team
- organisational skills
- IT skills and use of technologies
- personal presentation skills
- flexibility and creativity
- time keeping.

Job descriptions may include but are not limited to:

- relevant and recognised Early Years qualifications

- knowledge of children's play, learning and development
- knowledge of observation, assessment and planning to extend children's learning and development in Early Years
- knowledge of the EYFS
- ability to work with parents/carers/families to encourage partnership working
- an understanding of equal opportunities and inclusive practice
- awareness of health and safety in an Early Years environment
- an awareness of British values.

Learners will review their understanding of the principles and values which underpin the Early Years sector and how these are embedded within job descriptions and the expectations of practice.

Learning outcome:
2. Understand job application processes in preparing for employment in the Early Years sector

Topic:
2.1 Curriculum Vitae and covering letter

Topic:
2.2 Self-promotion and job seeking skills

Topic:
2.3 The interview process

Topic 2.1
Learners will understand the purpose and value of an up to date and relevant Curriculum Vitae (CV) and how to create one, including:
- personal details
- personal profile
- education, qualifications and relevant training
- employment history and work experience
- interests and achievements
- additional information (e.g. voluntary work)
- references.

Learners will also understand the role and function of a well-crafted covering letter when applying for a job in the Early Years sector.

Topic 2.2
Learners will use a range of e-tools to explore ways to promote themselves in the employment market, as well as other sources to identify job opportunities in the Early Years sector. This will include:
- professional and social media
- apps and online search engines
- online discussion groups and networking forums
- Early Years magazines, journals, newspapers and websites
- local employment information from schools, local authorities and other organisations.

Topic 2.3

Learners will understand how to prepare for and conduct themselves during the interview process using various models (e.g. competency-based). Learners will reflect on the job description, personal specifications and any other information relevant to the role. This will include:

- thoroughly researching the role and organisation
- reflecting on their own individual strengths and areas for development, and examples of relevant previous experiences
- preparing model answers to potential questions based on the job description and person specification
- motivation for applying
- preparing questions to ask the interviewer and questions to avoid
- personal appearance and professionalism
- timing and travel arrangements for the interview.

Learning outcome:

3. Reflect on preparation for employment in the Early Years sector and plan for progression

Topic:

3.1 Analyse job seeking skills, reflect on performance and use feedback to plan for improvement

Topic 3.1

Utilising constructive criticism from peers and others, learners will reflect on their job seeking skills and analyse how these help them to be more proactive in the employment market. Learners will identify their strengths, areas for development and plan for improvement using:

- simulated interviews
- peer or self-evaluation
- reflective cycles referred to in other units (e.g. Gibb, Kolb)
- SMART targets.

Constructive criticism and feedback could include:

- strengthening their research techniques and IT skills in order to widen their network of job seeking resources
- increasing their knowledge of the Early Years sector in order to improve confidence in answering interview questions
- understanding of specific job requirements in order to improve the relevance of their own questions asked during the interview process
- personal appearance, behaviour and professionalism during the interview process
- presentation and/or content of Curriculum Vitae.

Guidance for delivery

This unit is designed to support learners in preparing for employment in the Early Years sector. Learners will research and review a wide range of job descriptions, both paper-based and online to identify the personal qualities, professional skills, values and principles required for employment in the Early Years. The involvement from different specialists in the field, e.g. a children's centre manager or an Early Years educator, would be beneficial.

It would be advantageous for learners to interview professionals in their work placements about the skills required for working with children and families. This knowledge could be shared with other learners in order to maximise the value of individual and shared experiences.

In order to consider the relevance and applicability of the Early Years principles and values, tutors will guide the learner to understand their interconnection within practice, how these are essential for employment and why they are embedded throughout this qualification.

Learners will access a wide range of resources including professional journals and e-tools to support their research into the Early Years employment market and to develop their job seeking skills. This could be supported with examples of job postings from local organisations and internet sites. Learners will be encouraged to join online discussion forums or networking groups to explore potential employment and use a variety of sources to support the creation of a Curriculum Vitae and covering letter.

Using the job description and person specification as a guide to prepare for the interview process, learners will be supported to devise model answers to potential interview questions, as well as prepare appropriate questions to ask the interviewer. Tutors will support this process with case study exemplars and opportunities for simulated interviews, which could be arranged with professionals from the field.

Reflecting on the process provides an opportunity for learners to respond to feedback and identify their own strengths and areas for improvement in preparing for employment in the Early Years sector. Learners will be encouraged to use SMART targets to create a positive action plan for preparing for employment in the future.

Employer engagement

Employer engagement is essential in order to maximise the value of learner's experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, is up to date.

Suggested learning resources

Review of Early Education and Childcare Qualifications: Interim Report (Nutbrown Review, 2012)

https://nationalcareersservice.direct.gov.uk/advice/planning/jobprofiles/Pages/early yearsteacher.aspx

Websites

https://nationalcareersservice.direct.gov.uk/advice/getajob/cvs/Pages/default.aspx

http://www.nurseryworldjobs.co.uk

http://www.nurseryworldjobs.co.uk/careers/

http://jobsearch.about.com/od/jobapplications/tp/job-application-process.htm

Unit 022   Using technology in the Early Years setting

UAN:	L/507/6131
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is for learners to understand and use different types of technology for day to day practice in Early Year's settings. This unit will emphasise the importance of understanding how technology can support the learning and development of children in the age range 0-7, meaning babies, toddlers and children, and it will enable learners to develop their own skills to make effective use of technology in practice.

Learners will explore technologies that can support children's learning and development and enhance their own professional practice. Learners will review the different technologies, making evaluations, comparisons and assessments of their effectiveness for both children and adults within Early Year's settings.

Learning outcomes

In this unit, learners will be able to
1. understand the importance of technology in the Early Years setting
2. use technology to enhance learning and development in the Early Years setting.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand the importance of technology in the Early Years setting

Topic:

1.1 The role of **technology** in supporting children's learning and development

Topic:

1.2 The role of technology in enhancing practice and professional development

Topic:

1.3 Safe use of technology in Early Years settings
- for children
- for practitioners.

Topic 1.1:
Learners will explore how **technologies** may be used in a positive way for children's learning and development in the Early Years setting. The learners will also consider how IT applications, including specific software packages, can support observation, assessment and planning cycles, and other monitoring systems, within settings to ensure the individual needs of children are met.

Technologies will include, but are not limited to, the following:
- computers and internet (including blogs and webinars)
- tablets
- interactive whiteboards
- digital picture frames
- media player
- cameras
- programmable toys
- calculators
- digital weighing scales
- telephone
- microwave and cookers
- photocopiers or printers
- generic software (children's games and learning, word processing and presentation)
- specific software packages for Early Years settings
- timers
- assistive technologies
- recording/audio devices, e.g. talking postcards, recordable pegs.

Learners will explore different technologies that are available for the different ages and their effectiveness for children's learning and development.

Topic 1.2:
Learners will use the above list to explore their own professional development and practice. In addition, they will understand how technology is used to access key

points of information to ensure currency of their professional practice and up to date knowledge of legislation and changes to statutory duties in the EYFS (i.e. relevant websites, e.g. LSCB, Foundation Years, charitable organisations, DfE, Ofsted), and how these can be used to enhance their own continuous professional development.

Topic 1.3
Learners will explore legislation, e-safety and cyber security, to include:
- staying safe online
- using the technologies safely e.g. amount of time spent on devices
- age rating and suitability of software
- privacy controls
- virus control, e.g. malware and adware.

Learners will understand why it is important for Early Years practitioners and managers to have a clear understanding of the benefits and risks of both current and emerging technologies, in order to prepare and support themselves, young children and their families, for safe use.

Learners will also consider the importance of having a designated person in the setting who is responsible for online safety who can support all users of technology.

Learning outcome:
2. Use technology to enhance learning and development in Early Years settings

Topic:
2.1 Plan learning and development activities
   a. **for practitioners** to use technology in different ways
   b. **for children** of different ages to use technology

Topic:
2.2 Carry out technology based learning and development activities
   a. with children
   b. within own role

Topic:
2.3 Analyse the effectiveness of technology
   a. on children's learning and development
   b. in enhancing practice and professional development

In this outcome, learners will use technology to support observation, assessment and planning practices within settings.

Topic 2.1
For practitioners:
Learners will use technology to enhance the assessment (formative and summative) cycle identifying the trends in children's progress, their patterns of behaviour, and their use of the enabling environment indoors and outdoors. They also will plan technology based activities to enhance children's learning and development making use of opportunities and experiences that are routine and non-routine, or child-led

and adult-led, e.g. adding technology to role play areas.

For children:
Having observed and assessed children's ICT knowledge, skills and interests, learners will plan further opportunities and experiences to extend children's thinking, such as enabling children to use:

- cameras to record their interests and achievements
- microwave/digital scales during cooking experience
- photocopier to record emerging creativity
- IT applications as part of the creative process, e.g. through use of tablets.

Topic 2.2
Learners will carry out planned technology-based activities in the setting with children and for their own professional development.

Topic 2.3
Using quantitative and qualitative data gathered from their observations, assessments and implemented activities and experiences, learners will be able to analyse how they have used technology effectively to support and enhance children's learning and development.

Learners will also be able to analyse the effectiveness of technology for children and themselves. In addition they will be able to use other resources and research materials and refer to the wider use of technology in the Early Years for children and its role in enhancing practice and professional development.

Learners will recognise that they are important role models for children and how they use technology. This should also be considered in terms of ensuring parents are given information about how to role model using technology in the home.

Guidance for delivery

Understanding technologies is vital as it offers many opportunities and is constantly evolving, becoming universal and more accessible.

Tutors should ensure that learners understand that technology encompasses more than just computers and tablets, and that it is an integral part of the modern world and children's lives.
They should be encouraged to discuss the different types of technologies and the effect they can have on children's learning and development if used appropriately. Learners need to recognise that learning about technology can be very powerful for both children and families so it is important that practitioners have up to date information about its use and the e-safety aspects surrounding it.

Learners must understand how technologies can support their own practice and how they can access key sources of information for their continual professional development. Some examples of online sources that practitioners should be referring to are Foundation Years, National Children's Bureau, The Literacy Trust, Early Education and NSPCC. The learners should be encouraged to reflect on and share the use of technology through presentation and discussion within the group.

Learners will have considered the use of quantitative data analysis in unit 006 in year one and this should be applied to this unit so that they can explore how technology can be used to support and interpret what is seen when children are observed and then used to make more informed decisions about next steps for learning and development.

Tutors should emphasise that this unit is about the benefits of technology in enhancing provision and learning practices. Whilst it will be important to acknowledge any learner insecurities around the use of technology this unit recognises that the world in which children are growing up is filled with technology and the important role it will play in their environments.

Tutors should get learners to think about how children need to explore and engage with the technology in order to get the most from it. Children and adults need to practise with the technology to become competent in using it. Tutors should consider whether learners can have access to different technologies in the classroom.

Tutors should support learners in exploring technology to support activities that occur within settings: story telling; rhymes and songs, role play etc. and to explore how these can be enhanced.

Topic 1.1: covers a list of technologies. It is expected that learners will explore how these work, but they do not necessarily need to have had practical experience of using all these technologies, e.g. if they are simply not available in that learner's setting.

Topic 1.3: Learners should be made aware of the safety issue for data protection and information, sharing especially with regard to social media sites as this is often where there can be a blurring of professional boundaries. There are many risks associated with e-safety, but Ofsted guidance puts these into three areas which learners will recognise:

- **content:** being exposed to illegal, inappropriate or harmful material
- **contact:** being subjected to harmful online interaction with other users
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.

Topic 2.1: Within their own practice, learners should be encouraged to try different technologies to expand their knowledge and look at innovative ways of using technology to plan for improving practice and personal development.

Topic 2.2: It is expected that implementation is with children in the learner's particular setting. Tutors should guide learners to think about the following when formulating their plan for the children:

- educational and/or developmental purpose
- encouraging collaboration, child-child, adult-child
- integrating with other aspects of the curriculum
- child centred, child led
- choosing applications that are appropriate to the child's level of understanding but also planning for progress
- avoiding applications containing violence or stereotyping
- being aware of health and safety issues (**http://ictearlyyears.e2bn.org**).

Employer engagement

Employer engagement is essential in order to maximise the value of learner's experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, is up to date.

Suggested learning resources

Price, H (Edited by) (2009), The Really Useful Book of ICT in the Early Years, London: Routledge

Websites

http://ictearlyyears.e2bn.org - this website provides a good overview of how technology can be used in practice and provides resource information.

The safe use of new technologies (090231), Ofsted, 2010;**www.ofsted.gov.uk/resources/090231**.

Safer children in a digital world: the report of the Byron Review (PP/D16(7578)/03/08), DCSF and DCMS, 2008; **http://www.education.gov.uk/ukccis/about/a0076277/the-byron-reviews**.

Ofcom's response to the Byron Review, Ofcom, 2008; **http://stakeholders.ofcom.org.uk/market-data-research/other/telecoms-research/byron**

UK Council for Child Internet Safety (UKCCIS); **http://www.education.gov.uk/ukccis/**
Child Exploitation and Online Protection Centre (CEOP); **http://ceop.police.uk/**
UK Safer Internet Centre; http://**www.saferinternet.org.uk**.
Childnet International; **http://www.childnet.com/**
SWGfL (South West Grid for Learning); **http://www.swgfl.org.uk/**
Cybermentors; **http://urlm.co.uk/www.cybermentors.org.uk**
Parentzone; **http://www.theparentzone.co.uk/**
NSPCC: **www.nspcc.org.uk**

Unit 023 Support children in Early Years settings acquiring an additional language

UAN:	R/507/6132
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is for learners to develop their knowledge and understanding of how to support children who are acquiring an additional language in Early Years settings. Learners will explore the stages of development and the factors that can influence this process.

Learners will also consider the importance of valuing children's home language and culture and how to encourage the participation of parents and families. In this unit learners will also examine how to create a positive environment and provide resources, meaningful interactions and experiences to support children who are acquiring additional language.

There are many children in Early Years settings for whom English is not their home language. In this unit, learners will gain an appreciation for the complex process of acquiring an additional language and will be encouraged to critically analyse their own practice in providing appropriate support for children in Early Years settings.

Learning outcomes

In this unit, learners will be able to:
1. understand how children develop an additional language
2. understand the importance of home language and culture for children acquiring an additional language
3. understand how to support children who are acquiring an additional language.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand how children develop an additional language

Topic:

1.1 The stages of acquisition of an additional language

Topic:

1.2 Factors that influence the acquisition of an additional language

Topic 1.1

Learners will understand and acknowledge that every child is unique and that the stages in the acquisition of an additional language (either simultaneously or sequentially) will vary with each individual. However, many children experience some common stages with which they need support, e.g.:

- continued use of the home language
- the silent/non-verbal period
- single words and phrases
- actively using the additional language
- understanding the 'range of normal'.

'Range of normal' refers to the typical pattern of language acquisition expected by most children within the same stage of development who are learning English.

It is also important for learners to understand that children who are learning an additional language:

- should be encouraged to speak their home language in the setting
- may mix two languages in one sentence
- may experience a silent period lasting for several months
- usually understand a great deal more than they can say.

Topic 1.2

In examining the factors that can influence the development of an additional language, learners will consider:

- children's individual needs
- positive relationships with the child and family, e.g. key person
- the learning environment
- positive, meaningful interactions with adults
- opportunities for practice and rehearsal.

Learners will understand the 'range of normal' in additional language acquisition and will also be aware of when to be concerned. This might include children who:

- have difficulty interacting non-verbally
- do not initiate interactions with others or participate in play activities
- have difficulty using or understanding their home language.

Learning outcome:

2. Understand the importance of home language and culture for children acquiring an additional language

Topic:

2.1 The importance of strong foundations in the home language and the advantages of bilingualism

Topic:

2.2 The relationship between home language and cultural values

Topic:

2.3 Working in partnership with parents and families

Topic 2.1

Learners will understand that the home language has a continuing and significant role in children's identity, wellbeing and learning.

Learners will also understand that:
- English should not replace the home language
- home language skills are transferrable and will support the development of additional languages and a positive attitude towards language learning
- supporting children's use of their home language for learning enables children to access learning opportunities
- bilingualism is an asset and language acquisition goes hand in hand with cognitive and academic development
- bilingualism also supports cognitive flexibility and creative problem-solving skills.

Topic 2.2

Learners will understand:
- how home language shapes values, beliefs and relationships
- the importance of home language in maintaining positive family and community connections
- the impact of attitudes towards children's culture, language, religion and ethnicity on their learning and identity.

Topic 2.3

Learners will understand how to create an inclusive environment for children and their families who have their own home language in relation to:
- encouraging parent participation between the home and the setting
- sharing songs, stories, music and family cultural traditions
- reassuring parents that maintaining their home language will benefit their children in developing an additional language
- sharing observations and information
- the avoidance of tokenism or being patronising towards parents and families in any way.

Learning outcome:

3. Understand how to support children who are acquiring an additional language

Topic:

3.1 Learning environments to support linguistic diversity

Topic:

3.2 Meaningful interactions and scaffolding for children's language learning

Topic:

3.3 Analyse and reflect on professional practice

Topic 3.1

Learners will understand how to create a language-rich environment that positively reflects the children's cultural and linguistic identity, e.g. in relation to:

- play materials, displays and other resources such as labels, posters, dual-language books, story sacks, songs and rhymes, puppet play or talking books
- daily routines, activities and experiences such as language games, musical activities and multi-cultural events
- organisations that can support children's cultural and linguistic diversity.

Topic 3.2

Learners will understand the importance of modelling language and communication in addition to specific strategies to support children's language learning, e.g.:

- using visual signs, symbols, actions and gestures
- using technology
- offering specific praise and encouragement
- modelling the new language using recasting, repetition and running commentary
- being patient and allowing plenty of time for communication and responses
- using active listening strategies
- responding to children's non-verbal communication
- encouraging the use of children's home language, and learning some of the words.

Topic 3.3

Learners will be encouraged to critically analyse their current practice in relation to working with children who are acquiring an additional language through:

- identifying the strengths of their current practice and areas that need development and improvement
- accessing sources of support for improving their professional practice (e.g. bilingual professionals, interpretation services, voluntary and professional organisations, Literacy Trust, ICAN, government reports, local versions of ECaT).

Guidance for delivery

This unit is designed to provide learners with the knowledge and understanding required to support children who are acquiring an additional language in an Early Years setting. Learners will be supported to research the stages of language acquisition and some of the factors that can affect this process. They should be given access to a wide range of sources, including the internet, specific journals, government documents and related papers, in addition to video and audio resources. Delivery would also benefit by including input from specialists in the field, e.g. a speech and language therapist or bilingual support worker.

Different sources should be provided as examples for learners to study and discuss in taught sessions and this could be supported by the use of observations, assessments, case studies and reflections on work placement experience. Learners should also research organisations and additional sources of support for children who are acquiring a language and this could be shared with fellow learners through summary reports or presentations. In critically analysing their current practice, learners could create a professional development plan to highlight areas for improvement in supporting children who are acquiring an additional language.

Learners will be supported to understand the significance of the home learning environment on children's learning and development and how this supports the acquisition of an additional language. Links should be made to units 013 and 014 when completing this unit.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

Suggested learning resources

Siraj-Blatchford, I and Siraj-Blatchford, J (2000), Supporting Identity, Diversity and Language in the Early Years(Supporting Early Learning); Open University Press

Mistry, M and Sood, K (2015), English as an Additional Language in the Early Years: Linking theory to practice; London: Routledge

Soni, A (2013), EAL in the Early Years(Practitioners' Guides); Leicester: Featherstone Education

Supporting Children Learning English as an Additional Language (National Strategies, 2007)

Every Child A Talker: Guidance for Early Language Lead Practitioners (National Strategies 2008)

All About Bilingualism (Nursery World, 2009)

Websites

The Literacy Trust:

http://www.literacytrust.org.uk/our_network/blogs/5757_best_practice_blog_supporting_eal_learners

ICAN (The Children's Communication Charity): **http://www.ican.org.uk**

This is the end of the unit but there may be other materials associated with it which might be printed in the specifications (e.g. lists of employment areas) or published on the AQA-City & Guilds website (e.g. sample assessment materials, learning resources).
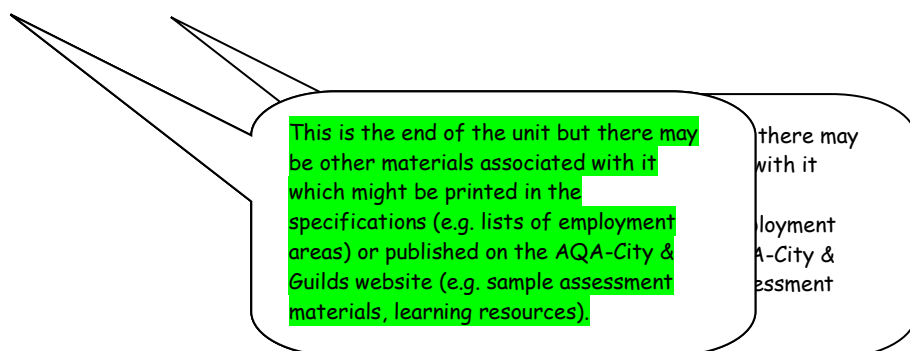
Appendix 1   Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

City & Guilds Centre Manual

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:

- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

Our Quality Assurance Requirements

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on
Walled Garden: how to register and certificate candidates on line
Events: dates and information on the latest Centre events
Online assessment: how to register for e-assessments.

Useful contacts

UK learners General qualification information	**E: learnersupport@cityandguilds.com**
International learners General qualification information	**E: intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	**E: centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	**E: singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	**E: intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	**E: walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	**E: business@cityandguilds.com**

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: **feedbackandcomplaints@cityandguilds.com**