

H5LL 04 (SCDCCLD0309) — Implement Frameworks for Early Education Through the Development of Curriculum Planning

Overview

This standard identifies the requirements when promoting, planning and implementing the curriculum for early education. It includes the development and implementation of plans. It requires you to monitor curriculum frameworks for early education and reflect on your practice. The planning and implementation of the curriculum for early education should be consistent with the frameworks in your home nation.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

NOTE: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Anti-discriminatory practice is taking positive action to counter discrimination: this will involve identifying and challenging discrimination and being positive in your practice about people's similarities and differences.

Children or young people are the children and/or young people you support and care for in your work.

A **child/young person centred approach** are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support.

Early years framework is a framework that is discretionary or statutory, currently in use in your home country.

Everyday activities may include physical contact, actions, games, rhymes, books, stories and songs.

Families includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the wellbeing of babies, children or young people and people who may or may not have legal responsibility.

ICT resources are a range of different activities, equipment and technological devices, such as programmable toys, telephones, videos, timers, keyboard, keypads, computers, digital cameras.

Inclusion/inclusive. A process of identifying, understanding and breaking down barriers to participation and belonging.

Integrated approach is pulling together different areas of learning into activities and experiences.

Others are your colleagues and other professionals whose work contributes to the child or young person’s wellbeing and who enable you to carry out your role.

Work setting may be in someone’s home, within an organisation’s premises, in the premises of another organization, out in the community.

Scope/range related to Knowledge and Understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Factors that may affect the health, wellbeing and development may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse.

Learning styles are styles people prefer to use when learning and that help them to learn best, such as a focus on seeing, hearing or doing.

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 25 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Develop curriculum plans according to requirements of work setting

	Performance Criteria	Evidence Number where this criteria has been met
1	Select relevant information from your early years framework documents on which to base curriculum planning.	
2	Work with others to plan the sharing of new information about curriculum planning.	
3	Work with others to use an integrated approach to develop plans that reflect different areas of the curriculum.	
4	Develop plans that value diversity, are inclusive and show anti-discriminatory practice .	
5	Ensure that plans reflect the ethos and values of the work setting .	
6	Work in partnership with families to help plan children's learning and development.	
7	Carry out sensitive observational assessments in order to plan to meet children's individual needs.	
8	Work with the child to carry out a child centred approach to planning, based on your assessment of the child's learning and development.	
9	Plan for every child to receive an enjoyable, challenging, learning and developmental experience, that recognises their individual needs.	
10	Ensure that plans include free choice for the child.	

Develop curriculum plans according to requirements of work setting

	Performance Criteria	Evidence Number where this criteria has been met
11	Develop plans that balance adult-led and child initiated activities through both indoor and outdoor play.	
12	Develop plans that use ICT resources in your setting to support learning and development.	
13	Ensure your plans are flexible enough to adapt to different circumstances.	

Implement curriculum plans

14	Ensure that the work setting has adequate and appropriate resources available for the implementation of the curriculum plans.	
15	Provide a stimulating, enjoyable and carefully planned learning environment, using indoor and outdoor spaces.	
16	Facilitate adult-led and child initiated activities in both indoor and outdoor spaces for all aspects of the curriculum framework.	
17	Use everyday activities to enhance learning.	
18	Be sensitive to children's achievements and recognise when they are ready to move on.	
19	Seek additional support if children are not progressing as expected.	
20	Keep accurate and coherent records about the implementation of curriculum plans in line with work requirements.	

Monitor the implementation of curriculum frameworks

	Performance Criteria	Evidence Number where this criteria has been met
21	Work with others to monitor and evaluate the implementation of curriculum frameworks in line with work setting requirements.	
22	Evaluate the participation, learning and development of children in curriculum areas.	
23	Adapt curriculum planning to meet the needs of children.	
24	Provide feedback to families on the progress of their child in the curriculum areas.	
25	Keep accurate and coherent records about the implementation of curriculum frameworks.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 48 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that key people, children and young people have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	How your own background, experiences and beliefs may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	Children and young people's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

21	The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support.	
22	Factors that promote positive health and wellbeing of children and young people.	
23	Theories underpinning our understanding of child development and learning, and factors that affect it.	
24	Theories about attachment and impact on children and young people.	

Communication

25	The importance of effective communication in the work setting.	
26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

28	Principles of reflective practice and why it is important.	
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Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
29	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
30	Practices for the prevention and control of infection.	

Safeguarding

31	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
32	Indicators of potential or actual harm or abuse.	
33	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
34	What to do if you have reported concerns but no action is taken to address them.	

Handling information

35	Legal requirements, policies and procedures for the security and confidentiality of information.	
36	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
37	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
38	The transitions that children and young people may go through.	
39	Early education curriculum frameworks in your home country.	
40	Requirements of the relevant inspectorates.	
41	Sources of support in respect of planning and curriculum development, drawing on available best practice.	
42	The kinds of equipment, materials and activities that support the implementation of a learning curriculum, using play as a vehicle for delivery.	
43	Effective use of ICT to support the curriculum.	
44	The importance and implications of a differentiated approach to the provision of learning experiences for children.	
45	The meaning of personalised learning and how this affects planning and implementation of the curriculum in your home country.	
46	The effects of low self-esteem and lack of confidence on learning.	
47	How to support and extend play opportunities to encourage learning.	
48	That children learn in different ways and have individual learning styles and preferences.	
49	Specific issues for children's development and learning in multilingual or bilingual settings or where children are learning through an additional language.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	