

H5MK 04 (SCDCCLD0345) — Promote Literacy, Numeracy and Language Development for Children’s Early Learning

Overview

This standard identifies the requirements when promoting literacy, numeracy and language for children’s early learning. It requires you to work with key people in supporting children to develop literacy, numeracy and language. It also requires you to work in partnership with families. It requires you to work with others in the setting to monitor and evaluate children’s literacy, numeracy and language.

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.

Active participation is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible.

Activities and experiences refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.

Children are those with whom you are working, except where otherwise stated.

Differentiated curriculum is a curriculum that is responsive to the learner's needs, ie not presenting the same curriculum to everyone.

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 who may or may not have legal responsibility.

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.

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.

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 29 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.

Promote children’s self-confidence in literacy, numeracy and language

	Performance Criteria	Evidence Number where this criteria has been met
1	Liaise with families and others to understand the learning needs of the children you are working with.	
2	Agree with families and others the support strategies you will use for working with individual children.	
3	Agree with others the support strategies you will use for working with groups of children.	
4	Ensure you have the learning resources needed to implement the agreed support strategies.	
5	Work with others to create an environment which actively supports children’s literacy, numeracy and language development.	
6	Use play, activities and experiences to encourage children to explore literacy, numeracy and language.	
7	Encourage children to feedback preferences or concerns about literacy, numeracy or language.	
8	Use pedagogical approaches to promote children’s literacy, numeracy and language.	
9	Ensure appropriate differentiation of the curriculum to meet the needs of all children.	
10	Ensure a personalised approach to the learning of the children you work with.	

Promote children's self-confidence in literacy, numeracy and language (cont)

	Performance Criteria	Evidence Number where this criteria has been met
11	Work with others to understand children's different learning styles.	
12	Work with others to develop the use of different methods of observing and assessing the child.	
13	Work with the child in ways that will encourage active participation in their own literacy, numeracy and language development.	
14	Work with others to identify any specialist expertise that may be required to support a child's literacy, numeracy and language development.	
15	Respond to children's use of home language, local accent and dialect, in a way which values cultural diversity.	

Encourage families to be involved in their child's literacy, numeracy and language

16	Communicate with families using an open and welcoming approach that is likely to promote inclusion.	
17	Work with others to promote a supportive environment in which families are able to discuss aspects of their child's literacy, numeracy and language needs.	
18	Encourage families to recognise the unique qualities, skills and capabilities of their child.	
19	Work with families so that they value the importance of play in children's literacy, numeracy and language development.	
20	Identify any obstacles to families' involvement with children's literacy, numeracy and language.	

Encourage families to be involved in their child’s literacy, numeracy and language (cont)

	Performance Criteria	Evidence Number where this criteria has been met
21	Use a sensitive approach in seeking the permission of families to share appropriate information with others regarding their child’s literacy, numeracy and language development.	
22	Provide detailed and accessible information to families, which will help them to support their child’s literacy, numeracy and language development.	

Work with others to monitor and evaluate children’s literacy, numeracy and language

23	Work with others to identify curricula or other relevant and current frameworks that support children’s literacy, numeracy and language development.	
24	Work with others to involve children and families in the monitoring and evaluation of literacy, numeracy and language development within the setting.	
25	Work with others to evaluate the effectiveness of the support in the setting for children’s literacy, numeracy and language development.	
26	Work with others to ensure that your setting supports best practice for children’s literacy, numeracy and language development.	
27	Work with others in the setting to identify ways of improving children’s literacy, numeracy and language development.	
28	Work with others to reflect on the setting’s organisational practice in encouraging parents to be involved with their child’s literacy, numeracy and language development.	
29	Reflect on your own professional practice.	

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 50 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	How to ensure that your provision includes high quality learning experiences, activities and resources that meet the needs of children within early education frameworks and learning situations not linked to a specific curriculum.	
40	The pattern of learning and intellectual development for the age range of children involved in early learning for whom you are responsible.	
41	The sorts of problems that might occur when supporting learning activities and how to deal with these.	
42	The importance of working within the boundaries of your role and competence and when you should refer to others.	
43	The difference between personalised learning and a differentiated approach to curriculum delivery where this is relevant to the requirements of curriculum frameworks in your home country.	
44	How to adapt practice with children for whom you are responsible for of different ages involved in early learning including different genders, ethnicities and with different needs and abilities.	
45	How to involve the family and local community in the setting or service, ensuring cultural and religious sensitivity and equality of access.	
46	Specific issues for the curriculum for children's early learning in multilingual and bilingual settings.	
47	Curriculum planning formats that are suitable for provision.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
48	Resources that are required for delivery of the curriculum, how to ensure these are available, cost effective and fit for purpose.	
49	Sources of information about accessing and adapting activities, resources and experiences to ensure equality of access for all children for whom you have responsibility.	
50	Systems and procedures for the monitoring and evaluation that are appropriate for your service or setting and for regulatory purposes.	

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	