H5W1 04 (SCDCCLD 0407) — Lead Curriculum Provision of Early Education for Children

Overview

This standard identifies the requirements when you lead a provision that offers early education. It requires you to lead in planning of the curriculum. It also requires you to model good practice in providing a high quality early education for children and their families. It requires you to ensure that there are adequate resources for curriculum delivery and assessment. It includes the evaluation of the effectiveness of the setting or service and determining strategies for improvement.

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.

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

Curriculum for early learning. This can apply to formal curriculum frameworks or less formal opportunities that take place in practice with children who are not participating in early education.

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

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

Equality of access is ensuring that discriminatory barriers to access are removed and allowing for children's individual needs in terms of access to ICT, eg taking action to ensure that girls participate equally with boys.

Evidence may be based on research; knowledge; quantitative data; qualitative data; facts (times, dates, age, information about conditions, etc). Your own opinion should be informed by practice and knowledge and should not go beyond your competence.

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.

Provision is the setting or service where education takes place.

Quality assurance. Based on best practice (in addition to minimum standards).

The **work setting** may be in someone's home, within an organisation's premises, in the premises of another organisation, 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.

Formative assessment is an initial and on-going assessment.

Summative assessment is an assessment that summarises findings.

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.

Valid and reliable data are data that has solid foundation and justification and that is accurate.

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 31 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.

Lead in the planning of activities, resources and programmes within the setting

	Performance Criteria	**Evidence Number where this criteria has been met**
1	Lead in the planning of the **curriculum for early learning,** ensuring a flexible approach that meets the needs of all **children** in the **work setting**.	
2	Support **others** to develop curriculum plans that meet the requirements of **early years frameworks** and the learning and development needs of children.	
3	Support others to identify the resources required to implement curriculum plans.	
4	Ensure that there are adequate resources available to implement curriculum plans.	
5	Facilitate the involvement of children and **families** in curriculum planning.	
6	Facilitate effective pedagogical approaches to promote learning and accommodate different paces of learning.	
7	Ensure appropriate **differentiation of the curriculum** to meet the needs of all children, for a personalised approach to learning.	

Support the implementation of the curriculum

	Performance Criteria	**Evidence Number where this criteria has been met**
8	Lead in the delivery of the curriculum for early learning, ensuring a flexible approach that meets the needs of all children in the work setting.	
9	Implement plans that meet national and local guidance and regulatory requirements.	
10	Provide guidance and support to those delivering the curriculum.	
11	Model good practice in delivering the curriculum by hands-on work with children and families.	
12	Facilitate the implementation of the planning cycle to include review, evaluation and continuous improvement.	
13	Ensure **equality of access** for children and families.	
14	Support others in organising routines, activities and experiences for children.	
15	Support others to organise space, materials and equipment for children.	
16	Facilitate the identification of children requiring additional support.	
17	Facilitate the organisation of additional support and resources.	
18	Lead the assessment of the involvement of children in activities across the curriculum and whether they are engaged in purposeful play and activity.	

Support the implementation of the curriculum (cont)

	Performance Criteria	Evidence Number where this criteria has been met
19	Lead the assessment of the organisation of space and the educational value of displays and other equipment.	
20	Lead the assessment of the use of ICT to support learning.	
21	Ensure that records for curriculum plans are completed accurately and coherently according to work setting requirements.	

Work with colleagues to monitor and evaluate educational provision

22	Work with others to develop systems and procedures to monitor and evaluate the curriculum for children's learning.	
23	Lead in monitoring and evaluating the provision for children's learning and development in the curriculum areas.	
24	Review the curriculum on a regular basis, to include **quality assurance** and risk assessment.	
25	Ensure the recording of children's progress.	
26	Support the facilitation of the participation of children and families in the evaluation of the curriculum, as appropriate to the children's age, needs and abilities.	
27	Identify with others areas for improvement.	
28	Encourage reflective practice by modelling reflective skills.	
29	Use research-based **evidence** for developing procedures and practices within the **provision**.	

Work with colleagues to monitor and evaluate educational provision (cont)

	Performance Criteria	Evidence Number where this criteria has been met
30	Evaluate the curriculum offered, in terms of its suitability, personalisation and appropriate differentiation to meet the needs of all children.	
31	Evaluate the plans, programmes and routines within the provision, in terms of providing a balanced and relevant curriculum.	

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 72 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 *You need to know and understand:*	**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.	
6	Conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them.	

Your practice

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

Your practice (cont)

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
19	How to manage ethical conflicts and dilemmas in your work.	
20	How to challenge poor practice.	
21	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

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

Communication

26	Factors that can affect communication and language skills and their development in children and young people.	
27	Methods to promote effective communication and enable children and young people to communicate their needs, views and preferences.	

Personal and professional development

28	Principles of reflective practice and why it is important.	
29	Your role in developing the professional knowledge and practice of others.	
30	How to use and promote evidence based practice.	

Health and Safety

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
31	Legal and statutory requirements for health and safety.	
32	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
33	Practices for the prevention and control of infection.	

Safeguarding

34	Legislation and national policy relating to the safe-guarding and protection of children and young people.	
35	Responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
36	Indicators of potential harm or abuse.	
37	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
38	What to do if you have reported concerns but no action is taken to address them.	
39	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

Handling information

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where ICT can and should be used for communicating, recording and reporting.	

Multi-disciplinary working

45	The purpose of working with other professionals and agencies.	
46	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

Leading practice

47	Theories about leadership.	
48	Standards of practice, service standards and guidance relating to the work setting.	
49	National and local initiatives to promote the wellbeing of children and young people.	
50	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
51	Methods of supporting others to work with and support children and young people, key people and others.	

Leading practice (cont)

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
52	How to contribute to the development of systems, practices, policies and procedures.	
53	Techniques for problem solving and innovative thinking.	

Risk management

54	Principles of risk assessment and risk management.	
55	Principles of positive risk-taking.	

Knowledge that is Specific to this NOS

56	The **transitions** that children and young people may go through.	
57	The requirement for **valid and reliable data** when making assessments of children's development: what this means, and how it can be implemented.	
58	The requirements of current curriculum frameworks that operate in your setting.	
59	Your work setting's processes and procedures for observing, assessing and recording.	
60	How your settings processes and procedures link to external or curriculum frameworks.	
61	The circumstances and rationale for the use of **formative** and **summative assessments** within your setting or service.	
62	Relevant theory and research into the influences on children's communication development and how this research may influence practice.	
63	The expected pattern of communication development of children with whom you work.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
64	The importance of early intervention and how this can be set in motion within the context of your work.	
65	The role of others with whom you work in particular, speech and language therapists and others involved in communication, language and literacy.	
66	Specific issues relating to children learning through an additional language.	
67	The developmental nature of childhood and the holistic, integrated nature of development.	
68	The significance of children's communication, language and literacy in underpinning their learning and development.	
69	Methods to support literacy.	
70	How to incorporate communication, language and literacy development into areas of play, imagination and learning in ways that are meaningful and enjoyable for children.	
71	Different types of verbal and non-verbal communication that may be used, including strategies for children requiring additional support to communicate.	
72	The types of resources, equipment, activities and experiences that are most productive in the development of communication, including ICT.	

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	