

H5W2 04 (SCDCCLD 0408) — Lead the Physical, Cognitive, Emotional and Social Development of Children

Overview

This standard identifies the requirements when leading the physical, cognitive, emotional and social development of children in partnership with the child, their family, key people and others. This includes how you facilitate the assessment and support of children's physical, cognitive, social and emotional development. It also includes how you would facilitate children's development through effective collection of data, monitoring and evaluation of provision.

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.

Child centred approaches 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.

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

Curriculum frameworks are the standards and guidance that set out the expectations and requirements for learning and development for pre-school, school age children and young people.

Physical, cognitive, social and emotional development — the ability of the child to feel and demonstrate an increasing variety of emotions in an appropriate manner.

Cognitive — the growing ability of the child to develop thought, reasoning, concepts, concentration and attention.

Physical — development of large and small muscles, co-ordination, balance, locomotion and spatial awareness.

Social — the ability of the child to increasingly relate appropriately to others and society in general.

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.

Formative assessment is an initial and on-going assessment.

Key people are those who are important to a child or young person and who can make a difference to his or her wellbeing. Key people may include parents, family, friends, carers and others with whom the child or young person has a supportive relationship

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.

Summative assessment is an assessment that summarises findings.

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.

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

Performance Criteria — What you do in your job

You must provide evidence to meet all the 17 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.

Facilitate the assessment and support of children's physical, cognitive, social and emotional development

	Performance Criteria	Evidence Number where this criteria has been met
1	Identify relevant assessment and curriculum frameworks requirements.	
2	Use observation and feedback from others to support children's physical, cognitive, social and emotional development .	
3	Promote the active participation of children, their family and key people when undertaking assessments.	
4	Promote a child centred approach in the assessment and support of children's physical, cognitive, social and emotional development.	
5	Consider the children's level of maturation and prior experiences when assessing development.	
6	Facilitate the development of programmes and activities to support the children's physical, cognitive, social and emotional development.	
7	Consider the age, preferences and needs of children when facilitating the development of programmes and activities.	
8	Consider the requirements of the relevant curriculum and assessment frameworks when facilitating the development of programmes and activities.	
9	Facilitate the development of programmes and activities to support children's positive behaviour.	

Facilitate children’s development through effective collection of data, monitoring and evaluation of provision

	Performance Criteria	Evidence Number where this criteria has been met
10	Inform your evaluation through the identification and support of relevant curriculum and assessment frameworks.	
11	Use formative and summative assessments when assessing children.	
12	Monitoring, evaluate and report on the progress of the child’s physical, cognitive, social and emotional development through the Identification and collection of relevant data.	
13	Promote the active participation of the child, their family and key people when collecting information.	
14	Promote the active participation of the child, their family and key people during the monitoring and evaluation of provision.	
15	Ensure that others are consulted, and feedback obtained to inform evaluation of provision.	
16	Support the identification and prompt referral of concerns to the appropriate agency or professional.	
17	Use accepted methods and opportunities to reflect on 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 75 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.	
6	Conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	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.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
18	How to work in partnership with children and young people, key people and others.	
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

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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

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 safeguarding and protection of children and young people.	
35	The 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 <i>You need to know and understand:</i>	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 <i>You need to know and understand:</i>	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	How to involve the child and the family in observations and assessments to acquire background information.	
59	The requirements of current curriculum frameworks that operate in your area of work.	
60	The information and resources required, when planning and implementing plans and provision.	
61	Your setting's processes and procedures for observing, assessing and recording.	
62	The use of formative and summative assessments within your setting or service.	
63	Relevant research into the influences on how children develop and learn and how research may influence practice.	

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
64	Principles of supporting positive behaviour in children, based on theoretical perspectives.	
65	Preferred formats for recording information and rationale for their use.	
66	Theoretical perspectives on children as learners and learning styles .	
67	Role and purpose of play in how children develop and learn.	
68	The role of children's play in supporting physical, cognitive, emotional and social development and how play may be integrated into provision.	
69	Methods and activities to support physical development in children.	
70	Methods and activities to support cognitive development in children.	
71	Methods and activities to support personal, social and emotional development in children.	
72	The need to consider that development depends on the child's level of maturation and prior experiences and why expectations should be realistic and take these into account.	
73	The importance of not overprotecting children and allowing them to develop and assess risk for themselves.	
74	Policies, procedures, lines of reporting and accountability, and referral systems that are used in your setting and local area.	
75	Materials and resources to support children's physical, cognitive, emotional and social development.	

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	