

## **H5LT 04 (SCDCCLD0316) — Promote Children’s Early Learning in the School Environment**

### **Overview**

This standard identifies the requirements when you promote children’s early learning in the school environment. This includes working with teachers and others to contribute to the planning and preparing for children’s learning. You are required to use teaching and activities to deliver the curriculum. You are also required to work with others to monitor and assess children’s progress.

## **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.

**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** with whom you are working, except where otherwise stated.

To **communicate** may include using the child or young person's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non-verbal forms of communication; human and technological aids to communication.

**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.

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

**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.

**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.

A **teacher** is someone with qualified teacher status and who is employed as a teacher.

## **Scope/range related to Knowledge and Understanding**

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.

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

### **Factors that may affect the health, wellbeing and development may include:**

adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; 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 35 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.

### Contribute to planning and preparing for children's learning

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Support the <b>teacher</b> in the planning and preparation of lessons and learning opportunities.	
2	Work with <b>others</b> to select and prepare teaching resources to meet the diverse needs of children.	
3	Ensure you are committed to raising children's achievements, based on a realistic appraisal of their capabilities and readiness to learn.	
4	Use plans, programmes and routines within the <b>provision</b> in terms of providing a balanced and relevant curriculum.	
5	Use plans, programmes and routines that make use of all available resources in and outside the provision.	
6	Plan and prepare for teaching individual children.	
7	Plan and prepare for teaching children in small and larger groups.	
8	Involve families in the planning and preparing of the curriculum.	

## Implement teaching and learning activities to deliver the curriculum

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
9	<b>Communicate</b> effectively with children, and in ways that will enhance their learning.	
10	Listen carefully to children and respond in a constructive way.	
11	Use a pedagogical approach to promote learning.	
12	Use a pedagogical approach to accommodate children's individual ways of learning.	
13	Use <b>ICT</b> to promote learning.	
14	Develop teaching and learning activities that are inclusive.	
15	Ensure every <b>child</b> receives an enjoyable, challenging, learning and developmental experience, that recognises the individual needs of children.	
16	Understand the different <b>learning styles</b> of children.	
17	Assess the involvement of children in activities across the curriculum areas and whether they are engaged in purposeful play and activity.	
18	Use well-structured teaching and learning activities that interest and motivate children, to help advance their learning.	
19	Clearly and enthusiastically present the subject content using appropriate subject-specific vocabulary.	
20	Use an innovative and creative approach to help children in their learning.	
21	Support children's positive behaviour.	

### Implement teaching and learning activities to deliver the curriculum (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
22	Adapt your teaching methods and approaches in ways that allow children to be active participants in the learning process.	
23	Actively involve <b>families</b> in the teaching and learning process.	
24	Ensure that children have equal access to the curriculum.	
25	Ensure that children take part effectively and confidently in activities.	

### Contribute to the monitoring and assessment of children's progress

26	Support the work of teachers in evaluating children's progress, through assessment activities.	
27	Monitor children's responses to learning, and their participation and progress	
28	Provide feedback to teachers and constructive support to children as they learn.	
29	Report assessment information, according to the procedures of the setting.	
30	Record assessment information, according to the procedures of the setting.	
31	Use the monitoring and assessment of children's progress to inform your own learning needs and your effectiveness in supporting children.	
32	Evaluate teaching methods suitable for the content and objectives of the session.	
33	Select teaching methods suitable for the content and objectives of the session.	
34	Evaluate teaching methods suitable for the groups and individuals.	

**Contribute to the monitoring and assessment of children's progress**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
35	Select teaching methods suitable for the groups and individuals.	

## 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

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

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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
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 <b>factors that may affect the health, wellbeing and development</b> 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

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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
38	The <b>transitions</b> that children and young people may go through.	
39	How to support children's learning using a variety of approaches based on your knowledge of how children learn.	
40	The role of specialist curriculum knowledge and how you can use such knowledge for the benefit of children.	
41	The curriculum frameworks used within your home country.	
42	Differentiation of the curriculum, what this means and why it is necessary.	
43	What is meant by personalised learning and how this is planned for and implemented in teaching and learning.	
44	How to plan and prepare a stimulating, interesting and purposeful learning environment for children.	
45	How to support equality of access to the curriculum for all children.	
46	Methods of supporting positive behaviour and their theoretical basis.	
47	Provision, regulation and codes of practice for disabled children and those with special educational needs and how these are implemented in your setting.	
48	Data protection and confidentiality and security of information relevant to your work.	

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

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

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

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

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

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	