

H5M1 04 (SCDCCLD0323) — Use Information and Communication Technology to Promote Children’s Early Learning

Overview

This standard identifies the requirements when promoting children’s early learning through the use of Information and Communication Technology (ICT). It includes implementing a range of ICT activities into daily learning. It includes evaluation of the children’s learning and abilities through the use of ICT. The ICT activities should be consistent with the Frameworks within each 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.

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.

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

Imaginative play includes drama, role play, ie acting the role of another person either alone or in groups and acting out difficult scenarios. Imaginative play can take the place with or without adult support.

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.

Intuitive. Functions that are easily defined, not overly complex and often work in a single operation.

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 23 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.

Plan to use ICT in support of children's early learning

	Performance Criteria	Evidence Number where this criteria has been met
1	Plan to use ICT in your setting in ways that enhance but do not replace adult support and first-hand experiences.	
2	Evaluate available ICT resources .	
3	Consider how ICT resources can be integrated into your provision in order to support early learning.	
4	Check that those involved are clear about their roles and responsibilities and confident in using ICT to promote learning.	
5	Take opportunities to encourage children's learning about ICT.	
6	Use ICT to support play and learning in other curriculum subjects in ways that are stimulating and enjoyable for children, according to their age, needs and abilities.	
7	Work in partnership with families to support children's learning through ICT.	
8	Plan to provide opportunities for families to participate in ICT provision.	

Implement ICT activities

	Performance Criteria	Evidence Number where this criteria has been met
9	Integrate ICT into daily activities, providing any required adult support.	
10	Engage children in ICT activities by providing interesting and stimulating opportunities.	
11	Allow children to work alone or in pairs or small groups if they wish when engaging in ICT activities.	
12	Use ICT to support children's imaginative play .	
13	Promote children's self confidence and self-esteem by the use of ICT.	
14	Allow children time to explore and become familiar with ICT activities and equipment.	
15	Encourage children to use ICT to solve problems, work collaboratively and find out new information.	
16	Make sure that all the children in your setting have equality of access to ICT provision.	
17	Encourage any children who may be reluctant to participate in ICT activities.	

Evaluate children's learning through ICT

18	Develop a strategy for monitoring children's learning of new skills and knowledge through the use of ICT.	
19	Develop a strategy for evaluating children's learning of new skills and knowledge through the use of ICT.	
20	Develop a strategy for monitoring learning about ICT.	
21	Develop a strategy for evaluating learning about ICT.	

Evaluate children's learning through ICT (cont)

	Performance Criteria	Evidence Number where this criteria has been met
22	Monitor children's use of ICT noting how they use equipment and whether they are engaged and involved.	
23	Ensure that the use of ICT supports other method of learning by allocating agreed timeframes alongside other learning activities.	

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 49 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 high quality ICT provision promotes children's physical, creative, social and emotional and communication development alongside their thinking and learning.	
40	How to adapt use of ICT for children of different ages, gender, needs and abilities.	
41	How to make best use of ICT in bilingual or multilingual settings.	
42	In order to use some ICT equipment children will need to develop a range of skills e.g. fine motor skills to use keyboard and mouse, and will need time to explore the equipment before they are able to use it.	
43	How children use ICT as a tool to support learning in many curriculum areas and in doing this what they learn about ITC as a subject in its own right.	
44	How to involve families in ICT in ways that are sensitive to their prior knowledge and level of confidence.	
45	Using screening devices to prevent access to unsuitable material via the internet.	
46	Safety issues for children who access the internet.	
47	Useful online and offline resources that support appropriate use of ICT.	
48	As ICT is a rapidly developing and changing area how you will keep up-to-date in order to ensure you provide the best service to children and families.	

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
49	Ways of selecting good quality ICT resources that encourage positive learning for children by applying selection criteria, eg allows the child to be in control, has more than one solution, not violent or stereotyped easy to use, intuitive and fun.	

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	