

H5ML 04 (SCDCCLD0247) — Support the Acquisition of a New Language through Immersion by Children in an Early Years Setting

Overview

This standard identifies the requirements when supporting the acquisition of a new or additional language within the context of a variety of childcare settings. It will enable you to work with children whose home language is different from the language of the setting. This standard is to enable you to contribute to the culture of language immersion and will involve keeping families updated on the child's progress, contributing to assessment and planning and contributing to the child's language-learning abilities. This standard relates to complete immersion in a new language and is not designed to cover partial immersion where a new or additional language is taught as part of a curriculum.

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.

Emergencies may relate to fire, security, serious accidents, minor accidents or first aid.

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.

Written Work can include posted alphabets, name labels, item labels, pictures with labels, all parts of the room can have labels, eg door, window, table, etc. Every opportunity should be taken to demonstrate the printed name of objects.

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 32 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.

Recognise your contribution to language immersion within a setting

	Performance Criteria	Evidence Number where this criteria has been met
1	Support the promotion of the setting as a language immersion setting.	
2	Show how you contribute to the creation of a culture of language immersion within the setting.	
3	Get feedback from others about your own use of the spoken immersion language within the setting.	
4	Identify your own strengths and difficulties in communicating with children in the immersion language.	
5	Get feedback from others about the accuracy of your written work in communicating with children in the immersion language.	
6	Discuss with others how to achieve any improvements in your own use of the immersion language.	

Contribute to a positive language learning environment

	Performance Criteria	Evidence Number where this criteria has been met
7	Use verbal and non-verbal communication to make children feel welcome and secure in the immersion setting.	
8	Ensure that you respect the cultural identity of children and their families.	
9	Use the immersion language clearly and accurately in all communications and activities with children and others.	
10	In exceptional circumstances, such as emergencies or when a child is distressed, use the most appropriate language to ensure understanding or provide comfort.	
11	Use displays and other resources to support the acquisition of the immersion language.	

Include families in the child's progress

12	Show a welcoming and supportive attitude towards families and include them in children's language acquisition.	
13	Contribute to providing information on children's progress to their families, using specialist support to communicate if necessary.	
14	Refer to others in responding to questions or concerns from families if you are unable to provide the information they require.	

Support assessment and planning activities within the setting to enable children to learn a new language

	Performance Criteria	Evidence Number where this criteria has been met
15	Observe children’s communication skills in the immersion language.	
16	Observe children’s interaction with others in the group setting.	
17	Contribute to overall assessment of a child by passing on information from observations and interactions.	
18	Contribute to the planning process to meet the individual needs of children with whom you work.	
19	Assist with the planning of how curriculum activities can be used for language acquisition for the group.	
20	Consult with others the benefits of specific activities for assisting with language learning.	
21	Clarify with others the importance of unplanned and spontaneous learning opportunities.	

Support children to develop language skills

22	Support children to participate in planned individual activities in the immersion language.	
23	Support children to participate in planned group activities in the immersion language.	
24	Participate in activities designed to encourage children to speak the immersion language.	
25	Listen to children and respond appropriately, demonstrating respect for their efforts and choices of words.	
26	Use repetition and expansion to support children's language development.	

Support children to develop language skills (cont)

	Performance Criteria	Evidence Number where this criteria has been met
27	Praise and encourage children's efforts to identify meaning and to use the immersion language.	
28	Use songs and rythmes to support children's use of the immersion language.	

Contribute to monitoring and evaluation of progress

29	Support the ongoing assessment of children's progress towards planned outcomes.	
30	Contribute accurate information on progress for children's individual records.	
31	Seek feedback from children, families and others about their experience of the language learning environment to inform the monitoring and evaluation process.	
32	Seek feedback from your manager and others to assist in reflecting on your contribution to children's language development.	

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 59 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	Work setting requirements on equality, diversity, discrimination and rights.	
2	Your role supporting rights, choices, wellbeing and active participation.	
3	Your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights.	
4	The actions to take if you have concerns about discrimination.	
5	The rights that key people and children have to make complaints and be supported to do so.	

How you carry out your work

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard.	
7	The main items of legislation that relate to the content of this standard within your work role.	
8	How your own background, experiences and beliefs may affect the way you work.	
9	Your own roles and responsibilities with their limits and boundaries.	
10	Who you must report to at work.	
11	The roles and responsibilities of other people with whom you work.	
12	How to find out about procedures and agreed ways of working in your work setting.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of child centred working and the importance of knowing and respecting each child or young person as an individual.	
15	The prime importance of the interests and wellbeing of children and young people.	
16	The child's cultural and language context.	
17	How to work in ways that build trust with key people and children.	
18	How to work in ways that support the participation of children.	
19	How to work in ways that respect children's dignity, personal beliefs and preferences.	
20	How to work in partnership with people.	

How you carry out your work (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
21	What you should do when there are conflicts and dilemmas in your work.	
22	How and when you should seek support in situations beyond your experience and expertise.	

Theory for practice

23	The factors that may affect the health, wellbeing and development of children.	
24	How these affect children in different ways.	
25	The main stages of child development and learning.	

Communication

26	The importance of effective communication in the work setting.	
27	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
28	Ways to support children and young people to express their needs, views and preferences.	

Personal and professional development

29	Why it is important to reflect on how you do your work.	
30	How to use your reflections to improve the way you work.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
31	Your work setting policies and practices for health, safety and security.	
32	Practices that help to prevent and control infection.	

Safe-guarding

33	The duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
34	Signs and symptoms of harm or abuse of children.	
35	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
36	What to do if you have reported concerns but no action is taken to address them.	

Handling information

37	Legal requirements, policies and procedures for the security and confidentiality of information.	
38	Work setting requirements for recording information and producing reports including the use of electronic communication.	
39	What confidentiality means.	
40	How to maintain confidentiality in your work.	
41	When and how to pass on 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
42	The transitions that children and young people may go through.	
43	The importance of fluency in your own use of the immersion language.	
44	The importance of accuracy in the written language.	
45	Why it is important that information is provided so that it can be understood by everyone.	
46	The reasons why it may be important to communicate with a child in the home language in exceptional circumstances.	
47	An outline of the principles and techniques of language immersion in the context of an early years setting.	
48	The importance of understanding children's individual circumstances in terms of linguistic background, social background, additional needs.	
49	The importance of a child's home language and how it affects learning another language.	
50	The stages that children will go through when acquiring a new language and how to respond to each stage.	
51	The key terms and techniques of language acquisition in an immersion setting.	
52	Why it is important to involve families in the child's acquisition of language.	
53	The meaning of the silent phase and how to respond.	

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
54	Why group activities are important for children when acquiring a new language and how to support them.	
55	The reasons for using the immersion language at all times and why it is important to pronounce and use it clearly and accurately.	
56	The importance of a welcoming and friendly environment and how to promote this.	
57	The value of displays and visual activity in the language learning environment.	
58	The importance of different types of activities such as individual play, group games, speaking activities, drawing activities, singing and rhymes and how to use them for language learning.	
59	The Early Years policy for language acquisition for the UK country in which you work.	

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	