

## **H5W5 04 (SCDCCLD 0411) — Lead the Support for Children’s Mathematical Learning, Exploration and Problem Solving**

### **Overview**

This standard identifies the requirements when leading the support for children’s mathematical learning, exploration and problem solving in partnership with children, their families, key people and others. This includes facilitating the assessment and support of children’s mathematical learning, exploration and problem solving skills.

## 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.

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

**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.

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

**Exploration** is looking into, exploring, examining and finding out about objects, ideas and people.

**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.

**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.

## **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.

**Problem solving** is finding solutions for problems, early mathematical thinking and development.

**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.

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

## 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 21 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 mathematical learning, exploration and problem solving

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Identify relevant assessment and <b>curriculum framework</b> requirements.	
2	Support the development of systems to assess <b>children's</b> mathematical learning, <b>exploration</b> and <b>problem solving</b> skills.	
3	Facilitate the recognition of, and response to, children who require additional support.	
4	Promote <b>active participation</b> of children, their <b>families</b> and <b>key people</b> when undertaking assessments.	
5	Promote a <b>child centred approach</b> in the assessment of children's mathematical learning, exploration and problem solving.	
6	Use observation and feedback from reliable sources including the child, the family, key people and others to facilitate the assessment of the child's mathematical learning, exploration and problem solving.	
7	Promote recognition of the different aspects of mathematical learning, exploration and problem solving and include in the assessment.	
8	Support <b>others</b> to identify and refer concerns promptly to the appropriate agency or professional.	

**Facilitate the assessment and support of children's mathematical learning, exploration and problem solving (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
9	Facilitate opportunities to extend and develop the child's mathematical learning, exploration and problem solving.	
10	Promote the use of <b>ICT</b> to support mathematical learning, exploration and problem solving.	
11	Support others in determining the need for appropriate resources to support child's mathematical learning, exploration and problem solving.	
12	Encourage sensitive interventions to support learning.	
13	Promote equality of access and participation in programmes and activities that support mathematical learning, exploration and problem solving.	
14	Ensure children take part effectively and confidently in activities.	

**Support the monitoring, evaluation and planning of improvements to support children's mathematical learning, exploration, and problem solving**

15	Support systems and procedures that monitor and evaluate the development of children's mathematical learning, exploration and problem solving.	
16	Facilitate the development of systems and procedures to evaluate provision to support children's mathematical learning, exploration, and problem solving.	
17	Support others to promote the active participation of children, families and key people in the evaluation of children's mathematical learning, exploration and problem solving according to abilities, needs and preferences.	

**Support the monitoring, evaluation and planning of improvements to support children's mathematical learning, exploration, and problem solving (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
18	Work with others to evaluate whether the provision is appropriate to children's abilities, needs and preferences.	
19	Identify issues for improvement and plan for continuous development and improvement.	
20	Support the identification and referral of concerns to the appropriate agency or professional.	
21	Work with others to reflect on practice effectively by modelling reflective skills.	



## 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 69 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.	
6	Conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them.	

## 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>
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)

	<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 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 <b>factors that may affect the health, wellbeing and development</b> 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

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

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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
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 <b>transitions</b> that children and young people may go through.	
57	Available national and local guidance on mathematical development and knowledge and understanding of the world and allied topics, according to the requirements of your setting.	
58	The requirement for <b>valid and reliable data</b> when making assessments of children's development.	
59	Your <b>work setting's</b> processes and procedures for observing, assessing and recording.	
60	How agreed processes and procedures link to external or curriculum frameworks.	
61	The circumstances and rationale for the use of <b>formative</b> and <b>summative assessments</b> within your setting or service.	

### Knowledge that is Specific to this NOS (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>
62	Theory and research into the influences on children's development and how this informs your practice.	
63	The expected pattern of mathematical learning, exploration and <b>problem solving</b> for the children with whom you work.	
64	The role of children's play in mathematical learning, exploration and problem solving and how play can be integrated into most aspects of provision in ways that are meaningful and enjoyable for children.	
65	Strategies to adapt your practice to support the development of mathematical learning, exploration and problem solving for children with whom you work in relation to abilities, needs and preferences.	
66	The types of resources, equipment, activities and experiences that are most productive in the development of mathematical learning, exploration and problem solving, including ICT.	
67	The importance of involving families and communities and how this can be implemented and organised.	
68	The importance of involving children in the assessment and development of their learning, according to their age, needs and abilities, and how this can be done.	
69	Methods, systems and procedures for monitoring and evaluating provision for children's mathematical learning, exploration and problem solving recognising the need for continuous improvement.	

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>	