# SCDCCLD0407
# Lead curriculum provision of early education for children

**Overview**

This standard identifies the requirements when you lead a provision that offers early education. It requires you to lead in planning of the curriculum.  It also requires you to model good practice in providing a high quality early education for children and their families.  It requires you to ensure that there are adequate resources for curriculum delivery and assessment. It includes the evaluation of the effectiveness of the setting or service and determining strategies for improvement.

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**Performance criteria**

**Lead in the planning of activities, resources and programmes within the setting**

*You must be able to:*

P1 lead in the planning of the **curriculum for early learning**, ensuring a flexible approach that meets the needs of all **children** in the **work setting**

P2 support **others** to develop curriculum plans that meet the requirements of **early years frameworks** and the learning and development needs of children

P3 support others to identify the resources required to implement curriculum plans

P4 ensure that there are adequate resources available to implement curriculum plans

P5 facilitate the involvement of children and **families** in curriculum planning

P6 facilitate effective pedagogical approaches to promote learning and accommodate different paces of learning

P7 ensure appropriate **differentiation of the curriculum** to meet the needs of all children, for a personalised approach to learning

**Support the implementation of the curriculum**

*You must be able to:*

P8 lead in the delivery of the curriculum for early learning, ensuring a flexible approach that meets the needs of all children in the work setting

P9 implement plans that meet national and local guidance and regulatory requirements

P10 provide guidance and support to those delivering the curriculum

P11 model good practice in delivering the curriculum by hands-on work with children and families

P12 facilitate the implementation of the planning cycle to include review, evaluation and continuous improvement

P13 ensure **equality of access** for children and families

P14 support others in organising routines, activities and experiences for children

P15 support others to organise space, materials and equipment for children

P16 facilitate the identification of children requiring additional support

P17 facilitate the organisation of additional support and resources

P18 lead the assessment of the involvement of children in activities across the curriculum and whether they are engaged in purposeful play and activity

P19    lead the assessment of the organisation of space and the educational value of displays and other equipment

P20    lead the assessment of the use of ICT to support learning

P21    ensure that records for curriculum plans are completed accurately and coherently according to work setting requirements

**Work with colleagues to monitor and evaluate educational provision**

*You must be able to:*

P22    work with others to develop systems and procedures to monitor and evaluate the curriculum for children's learning

P23    lead in monitoring and evaluating the provision for children's learning and development in the curriculum areas

P24    review the curriculum on a regular basis, to include **quality assurance** and risk assessment

P25    ensure the recording of children's progress

P26    support the facilitation of the participation of children and families in the evaluation of the curriculum, as appropriate to the children's age, needs and abilities

P27    identify with others areas for improvement

P28    encourage reflective practice by modelling reflective skills

P29    use research-based **evidence** for developing procedures and practices within the **provision**

P30    evaluate the curriculum offered, in terms of its suitability, personalisation and appropriate differentiation to meet the needs of all children

P31    evaluate the plans, programmes and routines within the provision, in terms of providing a balanced and relevant curriculum

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## Knowledge and understanding

*You need to know and understand:*

### Rights

K1    legal and work setting requirements on equality, diversity, discrimination and rights

K2    your role in promoting children and young people's rights, choices, wellbeing and active participation

K3    your duty to report any acts or omissions that could infringe the rights of children and young people

K4    how to deal with and challenge discrimination

K5    the rights that key people, children and young people have to make complaints and be supported to do so

K6    conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them

### Your practice

*You need to know and understand:*

K7    legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K8    your own background, experiences and beliefs that may have an impact on your practice

K9    your own roles, responsibilities and accountabilities with their limits and boundaries

K10    the roles, responsibilities and accountabilities of others with whom you work

K11    how to access and work to procedures and agreed ways of working

K12    the meaning of person-centred/child centred working and the importance of knowing and respecting each child and young person as an individual

K13    the prime importance of the interests and well-being of children and young people

K14    the child and young person's cultural and language context

K15    how to build trust and rapport in relationships with others, key people and children and young people

K16    how your power and influence as a worker can impact on relationships

K17    how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences

K18    how to work in partnership with children and young people, key people and others

K19    how to manage ethical conflicts and dilemmas in your work

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K20    how to challenge poor practice

K21    how and when to seek support in situations beyond your experience and expertise

## Theory for practice

*You need to know and understand:*

K22    the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support

K23    factors that promote positive health and wellbeing of children and young people

K24    theories underpinning our understanding of child development and learning, and factors that affect it

K25    theories about attachment and its impact on children and young people

## Communication

*You need to know and understand:*

K26    factors that can affect communication and language skills and their development in children and young people

K27    methods to promote effective communication and enable children and young people to communicate their needs, views and preferences

## Personal and professional development

*You need to know and understand:*

K28    principles of reflective practice and why it is important

K29    your role in developing the professional knowledge and practice of others

K30    how to use and promote evidence based practice

## Health and Safety

*You need to know and understand:*

K31    legal and statutory requirements for health and safety

K32    your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K33    practices for the prevention and control of infection

## Safeguarding

*You need to know and understand:*

K34    legislation and national policy relating to the safe-guarding and protection of children and young people

K35    the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K36    indicators of potential harm or abuse

K37    how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K38    what to do if you have reported concerns but no action is taken to address them

K39    local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

### Handling information

*You need to know and understand:*

K40    legal requirements, policies and procedures for the security and confidentiality of information

K41    legal and work setting requirements for recording information and producing reports

K42    principles of confidentiality and when to pass on otherwise confidential information

K43    how to record written information with accuracy, clarity, relevance and an appropriate level of detail

K44    how and where ICT can and should be used for communicating, recording and reporting

### Multi-disciplinary working

*You need to know and understand:*

K45    the purpose of working with other professionals and agencies

K46    the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

### Leading practice

*You need to know and understand:*

K47    theories about leadership

K48    standards of practice, service standards and guidance relating to the work setting

K49    national and local initiatives to promote the well-being of children and young people

K50    lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions

K51    methods of supporting others to work with and support children and young people, key people and others

K52    how to contribute to the development of systems, practices, policies and procedures

K53    techniques for problem solving and innovative thinking

### Risk management

*You need to know and understand:*

K54    principles of risk assessment and risk management

K55    principles of positive risk-taking

**Specific to this NOS**

*You need to know and understand:*

K56    the **transitions** that children and young people may go through

K57    the requirement for **valid and reliable data** when making assessments of children's development: what this means, and how it can be implemented

K58    the requirements of current curriculum frameworks that operate in your setting

K59    your work setting's processes and procedures for observing, assessing and recording

K60    how your settings processes and procedures link to external or curriculum frameworks

K61    the circumstances and rationale for the use of **formative** and **summative assessments** within your setting or service

K62    relevant theory and research into the influences on children's communication development and how this research may influence practice

K63    the expected pattern of communication development of children with whom you work

K64    the importance of early intervention and how this can be set in motion within the context of your work

K65    the role of others with whom you work in particular, speech and language therapists and others involved in communication, language and literacy

K66    specific issues relating to children learning through an additional language

K67    the developmental nature of childhood and the holistic, integrated nature of development

K68    the significance of children's communication, language and literacy in underpinning their learning and development

K69    methods to support literacy

K70    how to incorporate communication, language and literacy development into areas of play, imagination and learning in ways that are meaningful and enjoyable for children

K71    different types of verbal and non-verbal communication that may be used, including strategies for children requiring additional support to communicate

K72    the types of resources, equipment, activities and experiences that are most productive in the development of communication, including ICT

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## 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.

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

**Curriculum for early learning** This can apply to formal curriculum frameworks or less formal opportunities that take place in practice with children who are not participating in early education

**Early years framework** is a framework that is discretionary or statutory, currently in use in your home country

**Differentiated curriculum** is a curriculum that is responsive to the learner's needs i.e. not presenting the same curriculum to everyone

**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 e.g. taking action to ensure that girls participate equally with boys

**Evidence** may be based on research; knowledge; quantitative data; qualitative data; facts (times, dates, age, information about conditions etc). Your own opinion should be informed by practice and knowledge and should not go beyond your competence

**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies, children or young people and who may or may not have legal responsibility

**Others** are your colleagues and other professionals whose work contributes to the child or young person's well-being and who enable you to carry out your role

**Provision** is the setting or service where education takes place

**Quality assurance** Based on best practice (in addition to minimum standards)

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

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**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

**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

**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

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