

SCDCCLD0410

Lead the support for children's creativity



Overview

This standard identifies the requirements when leading the support for children's creativity in partnership with children, their families, key people and others. This includes supporting the assessment of children's creative development and facilitating the provision of an environment that promotes and enhances children's creativity. It also includes supporting monitoring, evaluation and planning of improvements to promote children's creative development.

Performance criteria

You must be able to:

Support the assessment of children's creative development

- P1 identify relevant assessment and **curriculum framework** requirements
- P2 support the development of systems to assess **children's creativity**
- P3 use observation and feedback from reliable sources including the child, the **family** and **key people** to facilitate the assessment of children's creativity.
- P4 promote **active participation** of children, their families and key people when undertaking assessments
- P5 promote a **child centred approach** in the assessment of children's creative development
- P6 support **others** to identify and respond to children who require additional support
- P7 support others to refer concerns promptly to the appropriate agency or professional
- P8 work with others to effectively **reflect on practice** by modelling reflective skills

Facilitate an environment that promotes and enhances children's creativity

You must be able to:

- P9 support the planning and development of programmes and activities that support children's creative development
- P10 support key people and others to recognise the variety of ways in which children may express their creativity
- P11 collaborate with others to ensure a rich, safe, and supportive learning environment, that encourages children's creative expression
- P12 facilitate and support displays of children's work that support and extend their self-esteem
- P13 promote the use of all opportunities for children to be explore and innovate
- P14 help others to demonstrate high expectations of, and commitment to children
- P15 encourage sensitive and responsive interventions to support learning
- P16 promote equal access and participation in programmes and activities that support creativity

Support monitoring, evaluation and planning of children's creative

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development

You must be able to:

- P17 support systems and procedures to monitor and evaluate the development of children's creativity
- P18 facilitate the development of systems and procedures to evaluate provision to support children's creative development
- P19 use examples of current best practice and curriculum and assessment frameworks, to design and implement appropriate systems and procedures that monitor and evaluate the development of children's creativity
- P20 work with others to evaluate the provisions appropriateness to the children's abilities, needs and preferences
- P21 identify issues for improvement and plan for continuous development and improvement
- P22 support the identification and prompt referral of concerns to the appropriate agency or professional

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

- K20 how to challenge poor practice
- K21 how and when to seek support in situations beyond your experience and expertise

You need to know and understand:

Theory for practice

- 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

You need to know and understand:

Communication

- 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

You need to know and understand:

Personal and professional development

- 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

You need to know and understand:

Health and Safety

- 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

You need to know and understand:

Safeguarding

- 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

You need to know and understand:

Handling information

- 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

You need to know and understand:

Multi-disciplinary working

- 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

You need to know and understand:

Leading practice

- 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

You need to know and understand:

Risk management

- K54 principles of risk assessment and risk management
- K55 principles of positive risk-taking

You need to know and understand:

Specific to this NOS

- K56 the **transitions** that children and young people may go through
- K57 the importance of **valid and reliable data** when making assessments of children's development
- K58 the requirements of current curriculum frameworks that operate in your setting
- K59 your setting's processes and procedures for observing, assessing and recording
- K60 how your setting's processes and procedures link to external requirements or curriculum frameworks
- K61 the circumstances and rationale for the use of **formative** and **summative assessments** within your **work setting**
- K62 how to adapt your practice to support children's creativity appropriate to abilities, needs and preferences
- K63 theories and research on child development and they inform your practice
- K64 the role of children's play in supporting development and creativity and how play can be integrated into most aspects of provision
- K65 the importance of creativity in development and learning
- K66 the role of exploration and discovery in developing creativity and ways to incorporate this within the setting or service
- K67 the importance of creativity in the development of emotional health and well being
- K68 the importance of creativity as a way in which children may express feelings
- K69 the role of creativity in the development of cognitive skills and concepts
- K70 the range and benefit of activities, equipment, experiences and materials for children's creativity
- K71 the importance of the creative process
 - the importance of involving children and key people in the assessment and development of their creativity, according to their abilities, needs and preferences

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

Creativity is the ability to make links and connections between one area of learning and another and therefore extend understanding

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

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

Key people are those who are important to a child or young person and who

can make a difference to his or her well-being. 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 well-being and who enable you to carry out your role

Reflective practice is the process of thinking about and critically analysing your actions with the goal of changing and improving occupational practice

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

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

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To communicate using their preferred methods of communication and language

To access information about themselves

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Developed by Skills for Care & Development

Version number 1

Date approved March 2012

Indicative review date December 2014

Validity Current

Status Original

Originating organisation Skills for Care & Development

Original URN CCLD 410

Relevant occupations Childcare and Related Personal Services; Child Development and Well Being; Direct learning support; Education and training; Education Workers; Health, Public Services and Care; Health and Social Services Officers; Health and Social Services Officers; Public Service and Other Associate Professionals; Teachers; Working with Young Children

Suite Children's Care Learning and Development

Key words Lead, support, creativity
