

SCDDCLD0411

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.

SCDDCLD0411

Lead the support for children's mathematical learning, exploration and problem solving

Performance criteria

Facilitate the assessment and support of children's mathematical learning, exploration and problem solving

You must be able to:

- P1 identify relevant assessment and **curriculum framework** requirements
- P2 support the development of systems to assess **children's** mathematical learning, **exploration** and **problem solving** skills
- P3 facilitate the recognition of, and response to, children who require additional support
- 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 mathematical learning, exploration and problem solving
- P6 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
- P7 promote recognition of the different aspects of mathematical learning, exploration and problem solving and include in the assessment
- P8 support **others** to identify and refer concerns promptly to the appropriate agency or professional
- P9 facilitate opportunities to extend and develop the child's mathematical learning, exploration and problem solving
- P10 promote the use of **ICT** to support mathematical learning, exploration and problem solving
- P11 support others in determining the need for appropriate resources to support child's mathematical learning, exploration and problem solving
- P12 encourage sensitive interventions to support learning
- P13 promote equality of access and participation in programmes and activities that support mathematical learning, exploration and problem solving
- P14 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

You must be able to:

- P15 support systems and procedures that monitor and evaluate the development of children's mathematical learning, exploration and problem solving

SCDDCLD0411

Lead the support for children's mathematical learning, exploration and problem solving

- P16 facilitate the development of systems and procedures to evaluate provision to support children's mathematical learning, exploration, and problem solving
- P17 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
- P18 work with others to evaluate whether the provision is appropriate to children's abilities, needs and preferences
- P19 identify issues for improvement and plan for continuous development and improvement
- P20 support the identification and referral of concerns to the appropriate agency or professional
- P21 work with others to reflect on practice effectively by modelling reflective skills

SCDDCLD0411

Lead the support for children's mathematical learning, exploration and problem solving

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

SCDDCLD0411

Lead the support for children's mathematical learning, exploration and problem solving

- 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

SCDDCLD0411

Lead the support for children's mathematical learning, exploration and problem solving

- 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:

SCDDCLD0411

Lead the support for children's mathematical learning, exploration and problem solving

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 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
- K58 the requirement for **valid and reliable data** when making assessments of children's development
- K59 your **work setting's** processes and procedures for observing, assessing and recording
- K60 how agreed 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 theory and research into the influences on children's development and how this informs your practice
- K63 the expected pattern of mathematical learning, exploration and **problem solving** for the children with whom you work
- K64 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
- K65 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
- K66 the types of resources, equipment, activities and experiences that are most productive in the development of mathematical learning, exploration and problem solving, including ICT
- K67 the importance of involving families and communities and how this can be implemented and organised
- K68 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
- K69 methods, systems and procedures for monitoring and evaluating provision for children's mathematical learning, exploration and problem solving recognising the need for continuous improvement

SCDDCLD0411

Lead the support for children's mathematical learning, exploration and problem solving

Additional Information

Scope and 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 well-being 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

SCDDCLD0411

Lead the support for children's mathematical learning, exploration and problem solving

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 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

SCDDCLD0411

Lead the support for children's mathematical learning, exploration and problem solving

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

SCDDCLD0411

Lead the support for children's mathematical learning, exploration and problem solving

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

SCDDCLD0411

Lead the support for children's mathematical learning, exploration and problem solving

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 411

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; Public Service and Other Associate Professionals; Teachers; Working with Young Children

Suite Children's Care Learning and Development

Key words Lead, support, development
