

SCDCCLD0316

Promote children's early learning in the school environment



Overview

This standard identifies the requirements when you promote children's early learning in the school environment. This includes working with teachers and others to contribute to the planning and preparing for children's learning. You are required to use teaching and activities to deliver the curriculum. You are also required to work with others to monitor and assess children's progress.

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Performance criteria

Contribute to planning and preparing for children's learning

You must be able to:

- P1 support the **teacher** in the planning and preparation of lessons and learning opportunities
- P2 work with **others** to select and prepare teaching resources to meet the diverse needs of children
- P3 ensure you are committed to raising children's achievements, based on a realistic appraisal of their capabilities and readiness to learn
- P4 use plans, programmes and routines within the **provision** in terms of providing a balanced and relevant curriculum
- P5 use plans, programmes and routines that make use of all available resources in and outside the provision
- P6 plan and prepare for teaching individual children
- P7 plan and prepare for teaching children in small and larger groups
- P8 involve families in the planning and preparing of the curriculum

Implement teaching and learning activities to deliver the curriculum

You must be able to:

- P9 **communicate** effectively with children, and in ways that will enhance their learning
- P10 listen carefully to children and respond in a constructive way
- P11 use a pedagogical approach to promote learning
- P12 use a pedagogical approach to accommodate children's individual ways of learning
- P13 use **ICT** to promote learning
- P14 develop teaching and learning activities that are inclusive
- P15 ensure every **child** receives an enjoyable, challenging, learning and developmental experience, that recognises the individual needs of children
- P16 understand the different **learning styles** of children
- P17 assess the involvement of children in activities across the curriculum areas and whether they are engaged in purposeful play and activity
- P18 use well-structured teaching and learning activities that interest and motivate children, to help advance their learning
- P19 clearly and enthusiastically present the subject content using appropriate subject-specific vocabulary
- P20 use an innovative and creative approach to help children in their learning
- P21 support children's positive behaviour
- P22 adapt your teaching methods and approaches in ways that allow children to be active participants in the learning process
- P23 actively involve **families** in the teaching and learning process

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- P24 ensure that children have equal access to the curriculum
- P25 ensure that children take part effectively and confidently in activities

Contribute to the monitoring and assessment of children's progress

You must be able to:

- P26 support the work of teachers in evaluating children's progress, through assessment activities
- P27 monitor children's responses to learning, and their participation and progress
- P28 provide feedback to teachers and constructive support to children as they learn
- P29 report assessment information, according to the procedures of the setting
- P30 record assessment information, according to the procedures of the setting
- P31 use the monitoring and assessment of children's progress to inform your own learning needs and your effectiveness in supporting children
- P32 evaluate teaching methods suitable for the content and objectives of the session
- P33 select teaching methods suitable for the content and objectives of the session
- P34 evaluate teaching methods suitable for the groups and individuals
- P35 select teaching methods suitable for the groups and individuals

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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

You need to know and understand

Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience

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and expertise

Theory for practice

You need to know and understand

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

Communication

You need to know and understand

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express 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

Health and Safety

You need to know and understand

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

Safeguarding

You need to know and understand

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

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Handling information

You need to know and understand

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

You need to know and understand

- K38 the **transitions** that children and young people may go through
- K39 how to support children's learning using a variety of approaches based on your knowledge of how children learn
- K40 the role of specialist curriculum knowledge and how you can use such knowledge for the benefit of children
- K41 the curriculum frameworks used within your home country
- K42 differentiation of the curriculum, what this means and why it is necessary
- K43 what is meant by personalised learning and how this is planned for and implemented in teaching and learning.
- K44 how to plan and prepare a stimulating, interesting and purposeful learning environment for children
- K45 how to support equality of access to the curriculum for all children
- K46 methods of supporting positive behaviour and their theoretical basis
- K47 provision, regulation and codes of practice for disabled children and those with special educational needs and how these are implemented in your setting
- K48 data protection and confidentiality and security of information relevant to your work

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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.

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 with whom you are working, except where otherwise stated

To **communicate** may include using the child or young person's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non verbal forms of communication; human and technological aids to communication

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 devices, such as programmable toys, telephones, videos, timers, keyboard, keypads, computers, digital cameras

Learning styles are styles people prefer to use when learning and that help them to learn best, such as a focus on seeing, hearing or doing

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

A **teacher** is someone with qualified teacher status and who is employed as a teacher

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Scope/range relating 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

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