SCDCCLD0345
Promote literacy, numeracy and language development for children's early learning

Overview

This standard identifies the requirements when promoting literacy, numeracy and language for children's early learning. It requires you to work with key people in supporting children to develop literacy, numeracy and language. It also requires you to work in partnership with families. It requires you to work with others in the setting to monitor and evaluate children's literacy, numeracy and language.

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Promote children's self-confidence in literacy, numeracy and language

You must be able to:

P1   liaise with **families** and **others** to understand the learning needs of the **children** you are working with

P2   agree with families and others the support strategies you will use for working with individual children

P3   agree with others the support strategies you will use for working with groups of children

P4   ensure you have the learning resources needed to implement the agreed support strategies

P5   work with others to create an environment which actively supports children's literacy, numeracy and language development

P6   use play, **activities** and **experiences** to encourage children to explore literacy, numeracy and language

P7   encourage children to feedback preferences or concerns about literacy, numeracy or language

P8   use pedagogical approaches to promote children's literacy, numeracy and language

P9   ensure appropriate **differentiation of the curriculum** to meet the needs of all children

P10   ensure a personalised approach to the learning of the children you work with

P11   work with others to understand children's different learning styles

P12   work with others to develop the use of different methods of observing and assessing the child

P13   work with the child in ways that will encourage **active participation** in their own literacy, numeracy and language development

P14   work with others to identify any specialist expertise that may be required to support a child's literacy, numeracy and language development

P15   respond to children's use of home language, local accent and dialect, in a way which values cultural diversity

Encourage families to be involved in their child's literacy, numeracy and language

You must be able to:

P16   communicate with families using an open and welcoming approach that is likely to promote inclusion

P17   work with others to promote a supportive environment in which families are able to discuss aspects of their child's literacy,

		numeracy and language needs
	P18	encourage families to recognise the unique qualities, skills and capabilities of their child
	P19	work with families so that they value the importance of play in children's literacy, numeracy and language development
	P20	identify any obstacles to families' involvement with children's literacy, numeracy and language
	P21	use a sensitive approach in seeking the permission of families to share appropriate information with others regarding their child's literacy, numeracy and language development
	P22	provide detailed and accessible information to families, which will help them to support their child's literacy, numeracy and language development

You must be able to:

Work with others to monitor and evaluate children's literacy, numeracy and language

	P23	work with others to identify curricula or other relevant and current frameworks that support children's literacy, numeracy and language development
	P24	work with others to involve children and families in the monitoring and evaluation of literacy, numeracy and language development within the setting
	P25	work with others to evaluate the effectiveness of the support in the setting for children's literacy, numeracy and language development
	P26	work with others to ensure that your setting supports best practice for children's literacy, numeracy and language development
	P27	work with others in the setting to identify ways of improving children's literacy, numeracy and language development
	P28	work with others to reflect on the setting's organisational practice in encouraging parents to be involved with their child's literacy, numeracy and language development
	P29	reflect on your own professional practice

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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

Your practice

You need to know and understand:

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 and expertise

You need to know and understand:

Theory for practice

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

You need to know and understand:

Communication

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

You need to know and understand:

Personal and professional development

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

You need to know and understand:

Safeguarding

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

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 ensure that your provision includes high quality learning experiences, activities and resources that meet the needs of children within early education frameworks and learning situations not linked to a specific curriculum

K40   the pattern of learning and intellectual development for the age range of children involved in early learning for whom you are responsible

K41   the sorts of problems that might occur when supporting learning activities and how to deal with these

K42   the importance of working within the boundaries of your role and competence and when you should refer to others

K43   the difference between personalised learning and a differentiated approach to curriculum delivery where this is relevant to the requirements of curriculum frameworks in your home country

K44   how to adapt practice with children for whom you are responsible for of different ages involved in early learning including different genders, ethnicities and with different needs and abilities

K45   how to involve the family and local community in the setting or service, ensuring cultural and religious sensitivity and equality of access

K46   specific issues for the curriculum for children's early learning in multilingual and bilingual settings

K47   curriculum planning formats that are suitable for provision

K48   resources that are required for delivery of the curriculum, how to ensure these are available, cost effective and fit for purpose

K49   sources of information about accessing and adapting activities, resources and experiences to ensure equality of access for all children for whom you have responsibility

K50   systems and procedures for the monitoring and evaluation that are appropriate for your service or setting and for regulatory purposes

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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.

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

Activities and experiences refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.

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

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

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

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Scope/range relating 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

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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