

Introduction**What is this unit about?**

This unit is about supporting the assessment of children's development and behaviour, and the promotion of development. It is a unit that requires knowledge and understanding of children's development from 0 to 16 years and the ability to demonstrate competence for the age range of the children for whom you are developing programmes.

Who is this unit for?

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This unit is suitable if you co-ordinate the assessment of children's development and programmes to promote development, or if you support others undertaking these tasks. You may be a manager, supervisor or lead/senior professional or work in support of others within a setting or service with wide-ranging responsibilities for the provision of appropriate programmes, curricula or developmental activities for children.

Principles and values

You must work within the principles and values of the sector in order to achieve this unit.

Content of unit

The elements are:

1. Support procedures for the regular monitoring and assessment of children's development
2. Ensure provision meets children's developmental needs
3. Ensure provision supports children's positive behaviour
4. Monitor and evaluate records and recording procedures for the assessment of children's development

Place in the NVQ/SVQ framework

This is a mandatory unit in the Level 4 NVQ/SVQs Children's Care, Learning and Development.

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills	Core Skills
Communication: 4.1, 4.1, 4.3 Working with Others: 4.1, 4.2, 4.3 Problem Solving: 4.1, 3.2, 3.3 Application of Number: 2.1, 2.2, 2.3 ICT: 2.1, 2.2, 2.3	Communication: Higher Working with Others: Higher Problem Solving: Higher Numeracy: Intermediate 1 IT: Intermediate 1

What we mean by some of the words used in this unit

Children	Children with whom you are working, except where additional requirements are indicated
Evolutionary perspectives	Play as a fundamental part of the development and adaptation of the human species

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Families	Includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of individual children and who may or may not have legal responsibility
Inclusion	A process of identifying, understanding and breaking down barriers to participation and belonging
Media	TV, video, radio, news media, internet
Positive behaviour	Behaviour that demonstrates respect and value; behaviour that is not abusive or derogatory, either physically, emotionally or sexually
Positive relationships	Relationships that benefit the children and the children's ability to participate in and benefit from the setting
Reliable	Can be trusted to be accurate
Valid	Relevant and appropriate to the circumstances

The National Standard**Element CCLD 403.1****Support procedures for the regular monitoring and assessment of children's development****Performance criteria**

This is the national standard which you must meet:

- 1 Co-ordinate procedures (or support others) in the regular observation, assessment and review of children's development
- 2 Clearly define the roles and responsibilities of those involved
- 3 Ensure sufficient time and resources are allocated to support regular observations and assessments
- 4 Ensure children and families are involved and consulted about observations and assessments
- 5 Ensure assessments of children are valid and reliable, drawing on a range of different information sources and supporting colleagues who are involved
- 6 Develop, or support others to develop, the use of different methods for observing and assessing children, according to the purpose of the assessment

CCLD 403**Support programmes for the promotion of children's development**The National StandardElement CCLD 403.2Ensure provision meets children's developmental needs**Performance criteria**

This is the national standard which you must meet:

1. Use monitoring information to inform provision to meet children's developmental needs
2. Plan or support others to plan balanced and flexible provision to meet individual children's needs and the needs of the group
3. Identify types of additional support for children who require it and ensure this support is available, according to your role and responsibility
4. Ensure children are involved in planning and provision to meet their developmental needs, according to their age, needs and abilities
5. Regularly monitor, check and record children's progress or support others to do this

The National StandardElement CCLD 403.3Ensure provision supports children's positive behaviour**Performance criteria**

This is the national standard which you must meet:

1. Co-ordinate (or support others to co-ordinate) systems, procedures and practices that support children's positive behaviour
2. Ensure expectations for children's positive behaviour are communicated to children, families, adults working within the setting, other agencies and professionals who are involved with individual children
3. Identify and support the establishment of methods and techniques for supporting positive behaviour
4. Support work with children and families to establish and maintain positive relationships
5. Regularly evaluate the effectiveness of the support for positive behaviour offered by the provision, and support the implementation of improvements to the service

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<u>The National Standard</u>	
<u>Element CCLD 403.4</u>	<u>Monitoring and evaluate records and recording procedures for the assessment of children's development</u>
<p>Performance criteria</p> <p>This is the national standard which you must meet:</p> <ol style="list-style-type: none"> 1. Monitor and evaluate (or support others to monitor and evaluate) record keeping procedures to ensure that records are regularly and accurately updated 2. Support the involvement of children and families in the recording of information as appropriate to the circumstances 3. Check and monitor the understanding of those involved in keeping records of children's progress 4. Support the maintenance of confidential and secure records, according to the procedures of the setting or service and except where the welfare of the child is at stake 5. Support referral systems where concerns are expressed about children's progress 	

What you must know and understand

To be competent in this unit, you must know and understand the following:

K4M802	The need for confidentiality and care when dealing with sensitive information about children and families. Security arrangements for storing and retrieving information in your setting and the reasons for them
K4M797	Data protection and confidentiality and security of information relevant to your work
K4D804	The requirement for valid and reliable data when making assessments of children's development, what this means, and how it can be implemented
K4D805	Techniques of observation for different purposes, e.g. running records, structured checklists and pre-coded categories, time or event sampling, their strengths and weaknesses
K4D374	Your setting's processes and procedures for observing, assessing and recording: when and how these link to external requirements or 'baselines' or curriculum frameworks followed in your home country
	The value and use of common assessment frameworks and integrated children's systems in terms of recording and sharing concerns about individual children's development according to the requirements and legislation of your home country
K4D375	The circumstances and rationale for the use of formative and summative assessments within your setting or service
K4D376	Relevant research into the influences on how children develop and how this research may influence practice
K4P377	The need for evidence-based practice, what this means and how it affects practice in your area of responsibility
K4M378	Appropriate agencies for referral of children when you have concerns about development, the role and purpose of different agencies, the benefits of a multi-agency approach
K4M379	The range of professionals who work within children's services or who may be relevant to children's services, the benefits of a multi-professional approach
K4D380	Principles of supporting positive behaviour in children based on different theoretical perspectives
K4M381	Preferred formats for recording information and rationale for their use
K4M382	Protocols for sharing information and the fitness for purpose of those selected

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K4D383	The developmental nature of childhood and the holistic, integrated nature of development
K4D384	That children develop at widely different rates, but in broadly the same sequence
K4D385	Recognition that development depends on the child's level of maturation and their prior experiences and that adult expectations should be realistic and take this into account
K4D806	<p>Significant theoretical perspectives on:</p> <ul style="list-style-type: none"> • Children as learners: programmed learning, laissez faire approaches, social constructivism including schema, scaffolding learning, learning styles • Language theories • Development of self-esteem and identity, emotional well-being, emotional intelligence • Early brain development • Role and purpose of play: play and learning, play types, evolutionary perspectives, play and life skills, flexibility and thinking, neurological development and play, play and identity
K4D807	<p>Detailed knowledge and understanding of children and young people's development in the following areas linked to an in-depth knowledge and understanding of theoretical perspectives, including:</p> <ul style="list-style-type: none"> • Physical development • Communication, intellectual development and learning • Social, emotional and behavioural development • In each of the age groups <ul style="list-style-type: none"> ○ Birth-3 years ○ 3-7 years ○ 7-12 years ○ 12-16 years

Select ONE of the following four age ranges that covers the age range you currently work with and provide knowledge evidence for the points listed.

K4D808	<p>How to promote children's development from Birth to 3 years; how and why you:</p> <ul style="list-style-type: none"> • Provide a healthy, safe, secure and encouraging environment in partnership with families • Work within frameworks to support inclusion and anti-discriminatory practice • Ensure the close and consistent relationships required for this age range and the implications for babies and very young children whose attachments are not secure • Manage and organise environments for babies and young children that facilitate emotionally secure attachments and encourage emotional well-being and intelligence • Provide programme and activities to support intellectual development and learning, covering: <ul style="list-style-type: none"> ○ Attention ○ Concentration ○ Persistence ○ Exposure to different and varied concepts ○ Motivation ○ Challenging and stimulating learning and love of learning <p>6. Provide programmes and activities to support communication, language and literacy, including:</p> <ul style="list-style-type: none"> • Verbal and non-verbal communication strategies • Listening, watching, talking, early recognition of print, mark making, including strategies for use with children experiencing barriers to developing literacy • Adapting strategies where learning is through an additional language • Adapting strategies where there are communication barriers
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	<ul style="list-style-type: none"> • Bilingual; and multilingual settings • Using ICT <ol style="list-style-type: none"> 7. Encourage realistic, positive, consistent and supportive responses to children's behaviour 8. Adapt your practice and support all children for whom you are responsible, including those with disabilities and special educational needs 9. Model good practice and support other adults involved in service delivery
K4D809	<p>How to promote children's development from 3 to 7 years, how and why you:</p> <ol style="list-style-type: none"> 1. Provide a safe, secure and encouraging environment 2. Develop positive and consistent relationships 3. Provide opportunities for children to assess and take risks and face challenges 4. Work within a framework for inclusion and anti-discriminatory practice, meeting individual and group needs 5. Adapt your practice and model to others how support can be given to all children in your care, including those with disabilities and special educational needs 6. Provide programmes and activities to support intellectual development and learning covering: <ul style="list-style-type: none"> ○ Attention ○ Concentration ○ Persistence ○ Exposure to different and varied concepts ○ Motivation ○ Challenging and stimulating learning and love of learning 7. Provide programmes and activities to support communication, language and literacy including: <ul style="list-style-type: none"> ○ Verbal and non-verbal communication strategies ○ Listening, watching, talking, early reading and writing, strategies for use with children experiencing barriers to developing literacy ○ Adapting strategies where learning is through an additional language ○ Adapting strategies where there are communication barriers ○ Bilingual and multilingual settings ○ Using ICT 8. Provide appropriate resources for learning 9. Support frameworks for positive behaviour, including modelling positive behaviour, rewarding positive behaviour, non-confrontational techniques such as distraction, explanation, removal of children or items, removal of adult attention 10. Model good practice and support other adults involved in service delivery
K4D810	<p>How to promote children's development from 7 to 12 years. You need to know how to:</p> <ol style="list-style-type: none"> 1. Provide a secure, encouraging and supportive environment that promotes a positive identity 2. Provide opportunities for children to assess and take risks and face challenges according to their age, needs and abilities 3. Answer questions with sensitivity, encouraging independence and being available in a supportive role 4. Recognise the influences of media, peer group and school and support children's self-confidence and resilience 5. Give meaningful praise and encouragement 6. Support children's development and learning by providing opportunities for exploration and diverse experiences (physical, intellectual, emotional and social)

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	<ol style="list-style-type: none"> 7. Encourage a wide range of communication strategies, including use of books, ICT 8. Adapt strategies for children where learning is through an additional language or where there are communication difficulties 9. Model good practice and support other adults involved in service delivery 10. Promote children's health and well-being 11. Recognise and acknowledge children's particular needs as they go towards puberty and adolescence
K4D811	<p>How to promote young people's development from 12 to 16 years. You need to know how to:</p> <ol style="list-style-type: none"> 1. Provide an encouraging, safe and emotionally secure environment that recognises approaching adulthood and supports a positive identity 2. Provide opportunities for children to assess and take risks and face challenges 3. Answer questions with sensitivity and be available in a supportive role 4. Negotiate and communicate with children, valuing and incorporating their opinions and views 5. Encourage a wide range of communication strategies, including ICT 6. Recognise the influences of media, peer pressures and popular culture and support children's self-confidence and resilience 7. Provide information and support for young people's health and well-being 8. Identify sources of support and information as young people make career, education and training choices, being aware that some will require basic skills support. 9. Recognise and acknowledge children's particular needs as they go through puberty and adolescence and become adults
K4T1113	<p>How to support children through transitions in their lives e.g.</p> <ul style="list-style-type: none"> • Children from 0 to 3 years as they make transitions from home, between settings or areas (geographical or emotional) • Children from 4 to 7 years as they make transitions such as moving to a new school • Children from 7 to 12 years as they make transitions, i.e. as they move between different settings • Children from 12 to 16 years as they make transitions, e.g. recognise and acknowledge children's particular needs as they go through puberty and adolescence and become adults
K4D1114	<p>Strategies that are available for the promotion of positive behaviour, that are sensitive to the level of challenge in the child's behaviour</p>