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| 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**  You must be able to:  You must be able to:  You must be able to: | Contribute to planning and preparing for children's learning   1. support the teacher in the planning and preparation of lessons and learning opportunities 2. work with others to select and prepare teaching resources to meet the diverse needs of children 3. ensure you are committed to raising children’s achievements, based on a realistic appraisal of their capabilities and readiness to learn 4. use plans, programmes and routines within the provision in terms of providing a balanced and relevant curriculum 5. use plans, programmes and routines that make use of all available resources in and outside the provision 6. plan and prepare for teaching individual children 7. plan and prepare for teaching children in small and larger groups 8. involve families in the planning and preparing of the curriculum   Implement teaching and learning activities to deliver the curriculum   1. communicate effectively with children, and in ways that will enhance their learning 2. listen carefully to children and respond in a constructive way 3. use a pedagogical approach to promote learning 4. use a pedagogical approach to accommodate children’s individual ways of learning 5. use ICT to promote learning 6. develop teaching and learning activities that are inclusive 7. ensure every child receives an enjoyable, challenging, learning and developmental experience, that recognises the individual needs of children 8. understand the different learning styles of children 9. assess the involvement of children in activities across the curriculum areas and whether they are engaged in purposeful play and activity 10. use well-structured teaching and learning activities that interest and motivate children, to help advance their learning 11. clearly and enthusiastically present the subject content using appropriate subject-specific vocabulary 12. use an innovative and creative approach to help children in their learning 13. support children's positive behaviour 14. adapt your teaching methods and approaches in ways that allow children to be active participants in the learning process 15. actively involve families in the teaching and learning process 16. ensure that children have equal access to the curriculum 17. ensure that children take part effectively and confidently in activities   Contribute to the monitoring and assessment of children's progress   1. support the work of teachers in evaluating children's progress, through assessment activities 2. monitor children's responses to learning, and their participation and progress 3. provide feedback to teachers and constructive support to children as they learn 4. report assessment information, according to the procedures of the setting 5. record assessment information, according to the procedures of the setting 6. use the monitoring and assessment of children's progress to inform your own learning needs and your effectiveness in supporting children 7. evaluate teaching methods suitable for the content and objectives of the session 8. select teaching methods suitable for the content and objectives of the session 9. evaluate teaching methods suitable for the groups and individuals 10. select teaching methods suitable for the groups and individuals |

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| Knowledge and understanding  You need to know and understand:  You need to know and understand  You need to know and understand  You need to know and understand  You need to know and understand  You need to know and understand  You need to know and understand  You need to know and understand  You need to know and understand | **Rights**   1. legal and work setting requirements on equality, diversity, discrimination and rights 2. your role in promoting children and young people’s rights, choices, wellbeing and active participation 3. your duty to report any acts or omissions that could infringe the rights of children and young people 4. how to deal with and challenge discrimination 5. the rights that key people, children and young people have to make complaints and be supported to do so   **Your practice**   1. legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard 2. how your own background, experiences and beliefs may have an impact on your practice 3. your own roles, responsibilities and accountabilities with their limits and boundaries 4. the roles, responsibilities and accountabilities of others with whom you work 5. how to access and work to procedures and agreed ways of working 6. the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual 7. the prime importance of the interests and well-being of children and young people 8. children and young people’s cultural and language context 9. how to build trust and rapport in a relationship 10. how your power and influence as a worker can impact on relationships 11. how to work in ways that promote active participation and maintain children and young people’s dignity, respect, personal beliefs and preferences 12. how to work in partnership with children, young people, key people and others 13. how to manage ethical conflicts and dilemmas in your work 14. how to challenge poor practice 15. how and when to seek support in situations beyond your experience and expertise   **Theory for practice**   1. the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support 2. factors that promote positive health and wellbeing of children and young people 3. theories underpinning our understanding of child development and learning, and factors that affect it 4. theories about attachment and impact on children and young people   **Communication**   1. the importance of effective communication in the work setting 2. factors that can have a positive or negative effect on communication and language skills and their development in children and young people 3. methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences   **Personal and professional development**   1. principles of reflective practice and why it is important   **Health and Safety**   1. your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment 2. practices for the prevention and control of infection   **Safeguarding**   1. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices 2. indicators of potential or actual harm or abuse 3. how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties 4. what to do if you have reported concerns but no action is taken to address them   **Handling information**   1. legal requirements, policies and procedures for the security and confidentiality of information 2. legal and work setting requirements for recording information and producing reports including the use of electronic communication 3. principles of confidentiality and when to pass on otherwise confidential information   Specific to this NOS   1. the **transitions** that children and young people may go through 2. how to support children's learning using a variety of approaches based on your knowledge of how children learn 3. the role of specialist curriculum knowledge and how you can use such knowledge for the benefit of children 4. the curriculum frameworks used within your home country 5. differentiation of the curriculum, what this means and why it is necessary 6. what is meant be personalised learning and how this is planned for and implemented in teaching and learning. 7. how to plan and prepare a stimulating, interesting and purposeful learning environment for children 8. how to support equality of access to the curriculum for all children 9. methods of supporting positive behaviour and their theoretical basis 10. provision, regulation and codes of practice for disabled children and those with special educational needs and how these are implemented in your setting 11. data protection and confidentiality and security of information relevant to your work |

**Additional Information**

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| 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 |

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| 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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| **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 406 |
| 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 | Promote, early, learning, school, environment |