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| Overview | This standard identifies the requirements when you lead a provision that offers early education. It requires you to lead in planning of the curriculum. It also requires you to model good practice in providing a high quality early education for children and their families. It requires you to ensure that there are adequate resources for curriculum delivery and assessment. It includes the evaluation of the effectiveness of the setting or service and determining strategies for improvement. |

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| **Performance criteria**You must be able to:You must be able to:You must be able to: | Lead in the planning of activities, resources and programmes within the setting1. lead in the planning of the curriculum for early learning, ensuring a flexible approach that meets the needs of all children in the work setting
2. support others to develop curriculum plans that meet the requirements of early years frameworks and the learning and development needs of children
3. support others to identify the resources required to implement curriculum plans
4. ensure that there are adequate resources available to implement curriculum plans
5. facilitate the involvement of children and families in curriculum planning
6. facilitate effective pedagogical approaches to promote learning and accommodate different paces of learning
7. ensure appropriate differentiation of the curriculum to meet the needs of all children, for a personalised approach to learning

Support the implementation of the curriculum 1. lead in the delivery of the curriculum for early learning, ensuring a flexible approach that meets the needs of all children in the work setting
2. implement plans that meet national and local guidance and regulatory requirements
3. provide guidance and support to those delivering the curriculum
4. model good practice in delivering the curriculum by hands-on work with children and families
5. facilitate the implementation of the planning cycle to include review, evaluation and continuous improvement
6. ensure equality of access for children and families
7. support others in organising routines, activities and experiences for children
8. support others to organise space, materials and equipment for children
9. facilitate the identification of children requiring additional support
10. facilitate the organisation of additional support and resources
11. lead the assessment of the involvement of children in activities across the curriculum and whether they are engaged in purposeful play and activity
12. lead the assessment of the organisation of space and the educational value of displays and other equipment
13. lead the assessment of the use of ICT to support learning
14. ensure that records for curriculum plans are completed accurately and coherently according to work setting requirements

Work with colleagues to monitor and evaluate educational provision1. work with others to develop systems and procedures to monitor and evaluate the curriculum for children's learning
2. lead in monitoring and evaluating the provision for children’s learning and development in the curriculum areas
3. review the curriculum on a regular basis, to include quality assurance and risk assessment
4. ensure the recording of children's progress
5. support the facilitation of the participation of children and families in the evaluation of the curriculum, as appropriate to the children's age, needs and abilities
6. identify with others areas for improvement
7. encourage reflective practice by modelling reflective skills
8. use research-based evidence for developing procedures and practices within the provision
9. evaluate the curriculum offered, in terms of its suitability, personalisation and appropriate differentiation to meet the needs of all children
10. evaluate the plans, programmes and routines within the provision, in terms of providing a balanced and relevant curriculum

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| Knowledge and understandingYou 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: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
6. conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them

**Your practice**1. legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
2. your own background, experiences and beliefs that 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 each child and young person as an individual
7. the prime importance of the interests and well-being of children and young people
8. the child and young person’s cultural and language context
9. how to build trust and rapport in relationships with others, key people and children and young people
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 and 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 its impact on children and young people

**Communication**1. factors that can affect communication and language skills and their development in children and young people
2. methods to promote effective communication and enable children and young people to communicate their needs, views and preferences

**Personal and professional development** 1. principles of reflective practice and why it is important
2. your role in developing the professional knowledge and practice of others
3. how to use and promote evidence based practice

**Health and Safety**1. legal and statutory requirements for health and safety
2. your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
3. practices for the prevention and control of infection

**Safeguarding**1. legislation and national policy relating to the safe-guarding and protection of children and young people
2. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
3. indicators of potential harm or abuse
4. how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
5. what to do if you have reported concerns but no action is taken to address them
6. local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

**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
3. principles of confidentiality and when to pass on otherwise confidential information
4. how to record written information with accuracy, clarity, relevance and an appropriate level of detail
5. how and where ICT can and should be used for communicating, recording and reporting

Multi-disciplinary working 1. the purpose of working with other professionals and agencies
2. the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

**Leading practice**1. theories about leadership
2. standards of practice, service standards and guidance relating to the work setting
3. national and local initiatives to promote the well-being of children and young people
4. lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
5. methods of supporting others to work with and support children and young people, key people and others
6. how to contribute to the development of systems, practices, policies and procedures
7. techniques for problem solving and innovative thinking

**Risk management**1. principles of risk assessment and risk management
2. principles of positive risk-taking

**Specific to this NOS**1. the **transitions** that children and young people may go through
2. the requirement for **valid and reliable data** when making assessments of children's development: what this means, and how it can be implemented
3. the requirements of current curriculum frameworks that operate in your setting
4. yourwork setting’s processes and procedures for observing, assessing and recording
5. how your settings processes and procedures link to external or curriculum frameworks
6. the circumstances and rationale for the use of **formative** and **summative assessments** within your setting or service
7. relevant theory and research into the influences on children’s communication development and how this research may influence practice
8. the expected pattern of communication development of children with whom you work
9. the importance of early intervention and how this can be set in motion within the context of your work
10. the role of others with whom you work in particular, speech and language therapists and others involved in communication, language and literacy
11. specific issues relating to children learning through an additional language
12. the developmental nature of childhood and the holistic, integrated nature of development
13. the significance of children's communication, language and literacy in underpinning their learning and development
14. methods to support literacy
15. how to incorporate communication, language and literacy development into areas of play, imagination and learning in ways that are meaningful and enjoyable for children
16. different types of verbal and non-verbal communication that may be used, including strategies for children requiring additional support to communicate
17. the types of resources, equipment, activities and experiences that are most productive in the development of communication, including ICT

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**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.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.**Children** are those withwhom you are working, except where otherwise stated **Curriculum for early learning** This can apply to formal curriculum frameworks or less formal opportunities that take place in practice with children who are not participating in early education **Early years framework** is a framework that is discretionary or statutory, currently in use in your home country**Differentiated curriculum** is a curriculum that is responsive to the learner's needs i.e. not presenting the same curriculum to everyone **Equality of access** is ensuring that discriminatory barriers to access are removed and allowing for children's individual needs in terms of access to ICT e.g. taking action to ensure that girls participate equally with boys**Evidence** may be based on research; knowledge; quantitative data; qualitative data; facts (times, dates, age, information about conditions etc). Your own opinion should be informed by practice and knowledge and should not go beyond your competence**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**Provision** is the setting or service where education takes place**Quality assurance** Based on best practice (in addition to minimum standards)The **work setting** may be in someone's home, within an organisation's premises, in the premises of another organisation, out in the community  |
| 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 **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** aredata that has solid foundation and justification and that is accurate |

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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 individualTo be treated equally and not be discriminated againstTo be respectedTo have privacyTo be treated in a dignified wayTo be protected from danger and harmTo be supported and cared for in a way that meets their needs, takes account of their choices and also protects themTo communicate using their preferred methods of communication and languageTo 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 407 |
| 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, evaluate, curriculum |