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| Overview | This standard identifies the requirements when promoting, planning and implementing the curriculum for early education. It includes the development and implementation of plans. It requires you to monitor curriculum frameworks for early education and reflect on your practice. The planning and implementation of the curriculum for early education should be consistent with the frameworks in your home nation. |

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| **Performance criteria**  You must be able to:  You must be able to:  You must be able to: | Develop curriculum plans according to requirements of work setting   1. select relevant information from your early years framework documents on which to base curriculum planning 2. work with others to plan the sharing of new information about curriculum planning 3. work with others to use an integrated approach to develop plans that reflect different areas of the curriculum 4. develop plans that value diversity, are inclusive and show anti-discriminatory practice 5. ensure that plans reflect the ethos and values of the work setting 6. work in partnership with families to help plan children’s learning and development 7. carry out sensitive observational assessments in order to plan to meet children’s individual needs 8. work with the child to carry out a child centred approach to planning, based on your assessment of the child’s learning and development 9. plan for every child to receive an enjoyable, challenging, learning and developmental experience, that recognises their individual needs 10. ensure that plans include free choice for the child 11. develop plans that balance adult-led and child initiated activities through both indoor and outdoor play 12. develop plans that use ICT resources in your setting to support learning and development 13. ensure your plans are flexible enough to adapt to different circumstances   Implement curriculum plans   1. ensure that the work setting has adequate and appropriate resources available for the implementation of the curriculum plans 2. provide a stimulating, enjoyable and carefully planned learning environment, using indoor and outdoor spaces 3. facilitate adult-led and child initiated activities in both indoor and outdoor spaces for all aspects of the curriculum framework 4. use everyday activities to enhance learning 5. be sensitive to children's achievements and recognise when they are ready to move on 6. seek additional support if children are not progressing as expected 7. Keep accurate and coherent records about the implementation of curriculum plans in line with work setting requirements   Monitor the implementation of curriculum frameworks   1. work with others to monitor and evaluate the implementation of curriculum frameworks in line with work setting requirements 2. evaluate the participation, learning and development of children in curriculum areas 3. adapt curriculum planning to meet the needs of children 4. provide feedback to families on the progress of their child in the curriculum areas 5. keep accurate and coherent records about the implementation of curriculum frameworks |

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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. early education curriculum frameworks in your home country 3. requirements of the relevant inspectorates 4. sources of support in respect of planning and curriculum development, drawing on available best practice 5. the kinds of equipment, materials and activities that support the implementation of a learning curriculum, using play as a vehicle for delivery 6. effective use of ICT to support the curriculum 7. the importance and implications of a differentiated approach to the provision of learning experiences for children 8. the meaning of personalised learning and how this affects planning and implementation of the curriculum in your home country 9. the effects of low self-esteem and lack of confidence on learning 10. how to support and extend play opportunities to encourage learning 11. that children learn in different ways and have individual learning styles and preferences 12. specific issues for children's development and learning in multilingual or bilingual settings or where children are learning through an additional language |

**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.  **Anti- discriminatory practice** is taking positive action to counter discrimination: this will involve identifying and challenging discrimination and being positive in your practice about people's similarities and differences  **Children or young people** are the children and/or young people you support and care for in your work  A **child/young person centred approach** are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support  **Early years framework** is a framework that is discretionary or statutory, currently in use in your home country  **Everyday activities** may include physical contact, actions, games, rhymes, books, stories and songs  **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 people 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  **Inclusion/inclusive** A process of identifying, understanding and breaking down barriers to participation and belonging  **Integrated approach** is pulling together different areas of learning into activities and experiences  **Others** areyour 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  **Work setting** may be in someone’s home, within an organisation’s premises, in the premises of another organization, out in the community |

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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  **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  **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 309 |
| 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 | implementation, curriculum, frameworks |