

Delivery Guide

CHILDREN'S PLAY, LEARNING AND DEVELOPMENT

From September 2014

Pearson BTEC Level 3 National Subsidiary Award in Children's Play, Learning and Development (VRQ)

Pearson BTEC Level 3 National Award in Children's Play, Learning and Development (VRQ)

Pearson BTEC Level 3 National Subsidiary Certificate in Children's Play, Learning and Development (VRQ)

Pearson BTEC Level 3 National Certificate in Children's Play, Learning and Development (Early Years Educator) (VRQ)

Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator) (VRQ)

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Welcome to your Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development delivery guide

This delivery guide is a companion to your Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development specification.

The aim of this guide is to support you in delivering the specification. It includes unit-by-unit guidance which outlines the rationale for each unit, drawing links between the content and why the learner needs to know this from an occupational viewpoint. It includes ideas for activities for each of the learning aims, helping to spark your imagination and to get you thinking about different ways to deliver the content. You will also find a list of carefully selected resources for each unit, including suggestions for books, websites and videos that you can direct your learners to use or that you can use as a way to complement your delivery of the unit.

The guide includes an introduction written by early years consultant, Penny Tassoni, who provided her subject expertise during the development of the Children's Play, Learning and Development qualifications in 2012. We have also consulted extensively with the sector to help ensure these qualifications meet employers' needs.

This guide provides a backdrop to how the qualifications have been developed and some of their key features. You will also find useful advice on planning and arranging work placements, as well as an outline of the different sizes of the qualification.

A comprehensive guidance section provides useful advice about external assessment and preparing your learners for their examination. You will also find handy tables mapping the content of the revised Children's Play, Learning and Development units to the 2007 Children's Care, Learning and Development specification, so that you can see at a glance what has changed and where familiar topics can be found. Finally, we have included suggested models showing how each size of qualification could be delivered alongside other areas of study in the curriculum.

This delivery guide is intended to be read in conjunction with the qualification specification.

- The specification tells you what must be taught and gives guidance about how it should be assessed.
- This delivery guide gives suggestions about how the content could be delivered.

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1 The Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development

An introduction from Penny Tassoni

Welcome to the delivery guide for the Pearson BTEC Nationals in Children's Play, Learning and Development, revised to meet the requirements of the Early Years Educator (Level 3) Qualifications Criteria. This suite of qualifications replaces the BTEC Level 3 Nationals in Children's Play, Learning and Development which ran from September 2012, and is designed to give learners up-to-date theoretical and practical information about working with children and their families. It is in some ways a turning point in the history of early years qualifications, as it marks a return to the focus on the early years age range.

Employers, early years organisations, further education colleges, schools, universities and Pearson have worked together to ensure that these qualifications provide a robust and relevant progression route into the early years sector. I am grateful to Pearson for giving me the opportunity to be a part of this process, which has been personally fulfilling. The result of everyone's endeavours is to have produced current and engaging qualifications, which we hope will provide a progression route for learners and help enhance the outcomes of the children that many of them will go on to work with.

Developing qualifications that meet the needs of the sector

At the outset of this project, we were keen to develop a suite of qualifications that was developed in consultation with the sector and had universal recognition. For a number of years, I have been working with large employers, local authorities, key organisations, FE colleges and HE institutions and we consulted with them to drive forward the content and direction of these qualifications. We also took ideas and thought from individual practitioners, children centre managers, teachers and learners. Happily, time and time again the same themes and direction of travel emerged. Everyone wanted an up-to-date qualification for the sector, which had a focus on child development and play. This focus is reflected in the change of titling: previously titled 'Children's Care, Learning and Development', the new Pearson BTEC Nationals suite is called 'Children's Play, Learning and Development'.

The list of people and organisations who have contributed to this process is too long to name each and every one, but particular mention has to be given to the following as they played a significant part in shaping the content of the units and/or the Practical Evidence Portfolio:

- Bright Horizons Family Solutions
- Early Years Childcare
- Childbase Nurseries
- Montessori Centre International
- Steiner Waldorf Schools Fellowship
- The National Autistic Society
- London Early Years Foundation
- National Day Nurseries Association
- The Professional Association for Childcare and Early Years (formerly the National Childminding Association)
- SkillsActive
- TACTYC
- LEYF

- Ellesmere Children's Centre
- Batford Early Years Centre
- British Association for Early Childhood Education
- Early Learning Consultancy.

Background to the qualification

The challenge for any vocational qualification is to ensure that it prepares learners for the sector in which they wish to work. Working with young children is like no other profession. This is because no two children are the same and even the same child's needs, interests and reactions can change quickly. It requires adults who work with children to be able to process information quickly, to plan and make accurate decisions based on good practice and the curriculum. In addition, high levels of practical and interpersonal skills are required, as well as a strong understanding of child development and play.

The early years sector is a diverse one, too, with some adults working in day care with babies from just a few months, while others work in schools supporting children's acquisition of literacy and numeracy. Given the nature of working in early years, especially at a time when it is increasingly being recognised that quality early years education has such an impact on children's futures, it was apparent that the structure of the qualification would be tipped in favour of a larger number of mandatory units. It was also clear that, for learners who wished to use the Pearson BTEC to go directly into employment, evidence of their practical skills would also be necessary.

Although the needs of the early years sector are complex, so too are the needs of the learners. Traditionally, the BTEC National qualifications have supported learners who wish to progress to higher education to study an allied vocational subject, as well as those who wish to progress directly into employment. But what about those learners who are interested in working with children but require a taster, or wish to combine learning about the early years sector alongside other courses of study such as A-levels? To support these learners, it was clear that we would need to create different sizes of qualification within the suite to meet different learners' needs.

Purpose of the Pearson BTEC Children's Play, Learning and Development qualification as outlined in the specification

This suite of qualifications is designed for anyone over the age of 16 who is interested in exploring a career working with young children, or who wishes to understand more about young children's development.

There are four broad aims for this suite of qualifications.

- To provide learners with the information, skills and theoretical knowledge that they will need to work directly with children or progress in an allied career.
- To provide learners with a robust qualification that provides a basis for progression into higher education.
- To ensure that learners have an interesting, relevant and current programme of study.
- To allow learners to further develop their skills of reflection, analysis and problem solving.

For learners taking the certificate and diploma-sized qualifications, there are two further aims.

- To provide learners with opportunities to experience a variety of workplaces and a variety of age groups within the early years sector.
- To provide learners with opportunities to develop their professional competence in relation to working with babies and young children.

Design of the units

A major change that teachers who are familiar with Pearson BTEC Nationals may notice is the style and design of the units. We were keen that learners should be able to access the units themselves, so Pearson's qualification writers have written the unit introduction so that it is directed at them. In addition, feedback from teachers has shaped the way in which content requirements have been written. The writers have put together the content using full sentences, which state clearly what needs to be covered. While there are links between units, great care has been taken to avoid duplication of content across units. This should make it easier for teaching and avoid learners becoming frustrated or unenthusiastic. Early feedback from teachers suggests that these are welcome changes.

Content

Underpinning the validity and credibility of any qualification is its content. There have been many changes to what constitutes best practice within the early years sector and Pearson has reflected this within the content of the specification. A good example of this is the inclusion of a unit dedicated to play. While play has always had an important role within early years, current early years curricula in all the home countries are based on learning through play and so learners need to know about it.

Some content also reflects changes to the early years sector. A good example of this is the way learners will focus on the development, play and needs of babies and younger children, as within early years there has been an increase in the number of babies and toddlers in settings. Other content reflects changes in our understanding of how children develop, such as the inclusion in Unit 1 of content about brain development, as findings from research into neuroscience have started to influence practice in settings.

The content across the qualification is also a broad mix of the theoretical and practical. This is because working with children requires both elements and so, for example, while learners need to understand attachment theory, they also need to know how this translates into practice. To check that the content reflects the sector's needs and also prepares learners for the demands of higher education, extensive consultations took place with employers and universities.

Finally, and just as importantly, the needs of the learners have shaped the content. Care has also been taken to think about what will interest and motivate learners. A practical example of this relates to content about legislation. Feedback from teachers and learners suggested that learning about legislation was not particularly enjoyed, so careful thought was given as to what learners really needed to know and its inclusion in units is always linked to how it affects practice.

Types of assessment used in these qualifications

The qualifications contain three different assessment methods, which Pearson has developed in consultation with the sector. The assessments are aimed at being fair to the learner and at reflecting current educational policy.

Paper-based test

Preparation for an examination requires significant revision and hard work on the part of both learner and teacher. *Unit 1: Child Development* was chosen by Pearson for external assessment as it is a building block for all further study and work with children. Time spent in learning and revising child development would be likely to consolidate learners' knowledge, understanding and confidence and so be of long term benefit. Feedback from higher education institutions and employers also suggested that an external assessment around child development would be welcomed. The style of the exam is questions based on case studies. Pearson has designed the assessment to ensure that learners can

identify children's stages of development, but also to allow learners to show their skills of analysis and evaluation.

Externally set assignment

In addition to the exam in *Unit 1: Child Development*, learners taking the Certificate and Diploma need to demonstrate their skills of reflection in an externally set assignment. Reflective practice has become central to early years practice over the past few years and is a skill that learners need to show they can master. The topic of promoting the learning and development of children aged from birth to 7 years, 11 months has been chosen as the vehicle for this reflection, as all practitioners need to be able to support children in this area. Learners taking the Diploma will also need to complete an additional, externally set assignment for *Unit 13: Research Skills*. Learners will consider the purpose and role of research that is relevant to work with children as well as the different methods used to gather information for research. This learning and the skills they will use are aimed at supporting their progression to higher education.

Internal assessment

As well as external assessments, learners also have to complete internally set and marked assessments. These allow learners to demonstrate a range of skills and ways of presenting information.

Practical skills

For learners taking the Certificate and Diploma sized qualification, 750 hours of placement and a Practical Evidence Portfolio must be completed. This is an opportunity for learners to practise and demonstrate the skills they will need, should they choose to progress directly into employment. It is also a useful tool for recording evidence of learners' engagement in continuing professional development and reflective practice.

The Practical Evidence Portfolio consists of over 100 practical skills that have been drawn up in consultation with employers. They range from being able to answer a telephone professionally, to being able to set up and work with children in a role play area.

Although completing the placement has long been a tradition in BTEC National qualifications in this sector, it is hoped that having a mandatory Practical Evidence Portfolio will help learners use their time in placement effectively, as the portfolio can be used as a way of structuring their time.

Penny Tassoni

Education consultant

2 Transitioning from Pearson BTEC Nationals in Children's Care, Learning and Development

For teachers and assessors who are transitioning from the 2007 BTEC Nationals in Children's Care, Learning and Development, the key changes are summarised in this section. While most of the fundamental principles remain the same, the requirements of the Early Years Educator (EYE) criteria mean that some aspects of the qualification are different. The table below shows at a glance what is different and should act as a handy guide before you start.

CPLD (from 2014) key feature	CCLD key feature
Five embedded sizes: Subsidiary Award, Award, Subsidiary Certificate, Certificate, Diploma.	Three embedded sizes: Award, Certificate, Diploma.
Confers EYE status ('licence to practise') at Certificate and Diploma sizes in England.	Was full and relevant at Certificate and Diploma levels enabling learners to practise as early years practitioners in England, Wales and NI.
Has a written exam in all sizes, covering <i>Unit 1: Child Development</i> .	100% internal assessment.
Has externally set assignments for <i>Unit 11: Reflective Practice</i> (Certificate and Diploma) and <i>Unit 13: Research Skills</i> (Diploma).	100% centre-devised assignments.
Work placement hours: <ul style="list-style-type: none"> • 50 hours for the Award • 400 hours for the Subsidiary Certificate • 750 hours for the Certificate or Diploma. 	Work placement hours: <ul style="list-style-type: none"> • 60 hours for the Award • 800 hours for the Certificate or Diploma.
The Practical Evidence Portfolio (PEP) provides evidence of competence. It is not a separate unit and has no guided learning hours, but is owned by the learner. It is closely linked to <i>Unit 11: Reflective Practice</i> . The PEP and <i>Unit 11</i> replace <i>Unit 4</i> .	Evidence of competence and of reflective practice completed through <i>Unit 4: Reflecting on and Developing Practice for Children aged 0–8</i> .
Underpinning knowledge applies from birth up to but not including age 8.	Underpinning knowledge applies to birth–16 age range.

<p>NCTL have introduced new GCSE requirements for those intending to practise as Early Years Educators, as they will be required to hold a GCSE C grade in English and maths. Dependent on the learners' age range, the body that funds them, and the size of qualification, it may be an entry requirement for the qualification.</p> <p>Please see the BTEC CPLD 2014 website for further information.</p> <p>For learners recently in education, four GCSE passes at C or above or related level 2 qualification including Maths and English.</p> <p>It is strongly recommended that learners have achieved GCSE Maths and English, as a good level of maths and English is a requirement for progression to work in the early years sector.</p>	<p>For learners who have recently been in education, the profile is likely to include one of the following:</p> <ul style="list-style-type: none"> • a BTEC First qualification in Children's Care, Learning and Development, or a related vocational area • an Intermediate GNVQ in an appropriate vocational area • a GCSE equivalent to four passes at grade C. <p>Advice given to recruit with integrity and ensure that learners have the ability to be successful.</p>
<p>Units are assessed through learning aims which facilitate a synoptic approach. Learners are assessed against whole learning aims (not individual criteria), therefore, learning aims must not be split. Pass, Merit and Distinction criteria included in each Learning Aim must be combined into a single task for assessment.</p>	<p>Could assess all Pass criteria, then Merit criteria and finally Distinction criteria, on an individual basis.</p>
<p>New rules associated with the internal assessment have been introduced from September 2014. See the Subject Guide on Internal Assessment for BTEC Firsts and Nationals in the Early Years sector published on the website.</p>	<p>Work could be submitted multiple times for checking and grading.</p>
<p>Lead IV to formally declare that they have shared the OSCA materials with their team.</p>	<p>OSCA materials to be shared. No lead IV declaration needed.</p>
<p><i>Unit 12: The Early Years Foundation Stage (EYFS)</i> provides a dedicated unit on the curriculum framework for early years in England.</p>	<p>Curriculum framework content included across multiple units.</p>
<p>Montessori and Steiner Waldorf approaches addressed in dedicated optional units (<i>Unit 26</i> and <i>Unit 27</i>).</p>	<p>Montessori and Steiner Waldorf approaches included across multiple units.</p>

The new approach to a workplace portfolio

The Pearson BTEC Nationals in Children's Play, Learning and Development have maintained many of the core topics such as play, education and care that were such a popular part of the old CCLD course. Units have been updated to ensure accuracy and to present the content in a more modern, relevant way.

Learners' skills and competencies are now assessed through a Practical Evidence Portfolio (PEP). See pages 17–18 of this guide for more detailed information. It is important that the PEP is given time in the teaching programme to ensure learners complete the necessary components in a professional manner and to the high standards that the sector requires of its early years professionals. One way to timetable the PEP is to allocate hours for *Unit 11: Reflective Practice* across the two years of delivery of the Certificate or Diploma course. This will help ensure that the reflective accounts are detailed and will record the correct information which learners will need to use for the set assignment in *Unit 11*. This assignment should be completed in the second year of their course.

The PEP retains some familiar features of the CCLD portfolio. For example, the CCLD Forms 1, 2 and 3 have been adapted and are now included in the PEP as Forms CPLD 1, 2, 3a and 3b. PEP forms are available on the Pearson website and can be downloaded easily. You could, for instance, download CPLD 1 (which is generic and will be used a number of times) and add information relevant to your own centre and learners, such as your centre logo or guidance. It is important that you familiarise yourself with the rigours and demands of the PEP in order to offer the best support to your learners as they start to complete the work and develop their professionalism.

The PEP should reflect the practice of the learners. Activities, photographs (with correct permissions), witness statements, learner observations and other examples or articles that the learner interacts with in their different settings can be placed in the PEP and cross-referenced to the correct section of the portfolio. Work in the PEP must be related to the correct sections of Form CPLD 1, but can be placed as appendices. The portfolio will become individualised and will reflect the experiences of the learner's own work experiences. Form CPLD 1 can be photocopied and used in each of the placements. Some parts of the Form CPLD 1 are generic and the skills and competencies may be achieved more than once. The PEP is available at <http://www.edexcel.com/quals/btec-nat-cpld-14/Pages/default.aspx> as a Word document, so you could copy and paste Form CPLD 1, add your centre logo and add any additional activities that you want learners to evidence on placement.

It might be worth having a separate file for each work placement. This allows learners to be creative and to use the PEP to its full potential. It is envisaged that a single Form CPLD 1 (with multiple pages and possibly some repeated pages) will be kept and clearly cross-referenced to the individual placement portfolios. This single document will make it easier to track, ensure that all sections are clearly completed and ensure that the learner can track their own progress over the duration of their course. Learners will still need guidance and support on the completion of the tasks and in the formation of the PEP.

External assessment of Unit 1: Child Development

Unit 1 is assessed by a written exam which can be taken in January or June. It is advisable that learners have sufficient time studying the course and the content of *Unit 1* before they are entered for the exam. There are two possible resit opportunities at a small cost after the first sitting, but a good grounding and understanding of the unit content will give learners the best opportunity to achieve.

The exam will cover the whole content of the unit and requires not just the recall of information, but the application of information in case studies or when given specific

additional information. The unit covers a large number of development theories and it is important that learners understand how these theories can be applied to different situations and different age groups. They will also need a good understanding of the importance of adult interaction with children and how the theories in this unit relate to this aspect of their work.

Make sure you timetable sufficient revision time for your learners and that you use the support materials to help you plan and support your learners. The sample and past assessment materials available on the Pearson website can be used as mock exams. This provides helpful practice for learners as well as helping you check learner progress. The examiner's report gives hints, tips and ideas on how to approach the different types of question and is a 'must read'. There is also a sample distinction-level response which illustrates the typical level of demand for distinction.

On page 275 of this guide (Annexe I), you will find a table showing how units from the CCLD qualifications map to both the 2012 Children's Play, Learning & Development and the 2014 Children's Play, Learning and Development units. Annexe II shows where information or content from specific units in CCLD 2007 can be found in the new qualifications.

3 Work placements

Undertaking high-quality, supervised work placements is a compulsory requirement for learners undertaking the Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development.

Learners are required to undertake supervised work placements as follows.

Pearson BTEC Level 3 National Subsidiary Award in Children's Play, Learning and Development (VRQ)	No placement requirement
Pearson BTEC Level 3 National Award in Children's Play, Learning and Development (VRQ)	50 hours
Pearson BTEC Level 3 National Subsidiary Certificate in Children's Play, Learning and Development (VRQ)	400 hours
Pearson BTEC Level 3 National Certificate in Children's Play, Learning and Development (Early Years Educator) (VRQ)	750 hours
Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator) (VRQ)	750 hours

Learners taking the Pearson BTEC Level 3 National Certificate or Diploma have to experience a minimum of **three different** placement settings. Learners must spend a minimum of 100 hours in one placement for each of the following age bands:

- Birth up to 1 year, 11 months in a nursery or in home-based care
- 2 up to 4 years, 11 months in nursery, pre-school or home-based care
- 5 up to 7 years, 11 months with children who are in a classroom setting.

Up to 150 hours can be undertaken with children with additional needs in an older age group.

Learners on the Pearson BTEC Level 3 National Certificate or Diploma in Children's Play, Learning and Development (Early Years Educator) (VRQ) must complete the Practical Evidence Portfolio which was developed in consultation with employers to ensure that learners develop key basic skills, such as setting up and maintaining resource areas. Learners will complete reflective summaries at the end of each placement, which will help them to develop the reflective practice skills that are essential in this sector. Learners must reflect on promoting the development and learning of children during their placement, so that they have sufficient experience to draw on during *Unit 11: Reflective Practice*.

Learners taking the Pearson BTEC Level 3 National Award in Children's Play, Learning and Development (VRQ) can spend their 50 hours of work placement with any of the above age groups.

Learners taking the Pearson BTEC Level 3 National Subsidiary Certificate in Children's Play, Learning and Development (VRQ) can spend their 400 hours of work placement with any of the above age groups. However, it is recommended that if learners wish to progress to Early Years Educator qualifications, they must be mindful of the need to experience different age ranges.

Learners taking the National Award or Subsidiary Certificate must record the evidence from their placements for all units studied in the Practical Evidence Portfolio. The Practical Evidence Portfolio for these qualifications is available in Word on the Pearson website.

Possible settings

There is a wide range of settings that provide care and education for children and that can be selected for your learners' work placements. Learners are required to complete a minimum of three different placements and will gain a greater depth of understanding about how children play, learn and develop if these placements take place within very different settings.

A variety of settings will present your learners with different dilemmas and challenges, which might involve learners needing to think more creatively or inclusively than they have been used to. For example, a placement in a children's centre may help learners find out more about multi-agency working, while a placement in home-based care will help learners understand the challenges of simultaneously working with children of different ages.

A variety of work placements will also offer learners further support in writing their reflective summary (a review of aspects of professional development which learners should complete at the end of each placement). From the outset, learners should be encouraged to reflect on how they support the overall development of children, as this forms the evidence to draw on during *Unit 11: Reflective Practice*. Experiencing a broad range of work settings will also help inform learners' choices about their own potential career paths.

Possible settings include the following.

- Nursery provision:
 - Privately owned nurseries: these will suit learners who want to work as part of a small staff team.
 - Nurseries that operate as part of a chain: often larger, they are more likely to contain a greater age range of children. This will suit learners who want to work with differing age ranges.
 - Workplace nurseries: these will often operate on the same grounds as the organisation at which the parent works. This setting will help learners to gain a good understanding of the requirements of working parents.
 - School nurseries: these nurseries help to prepare children for school and tend to operate during term time only. These settings might be helpful for learners who wish to work in a formal setting.
 - Pre-preps/independent nursery schools: these usually cover children aged from four to seven and prepare them for entry to preparatory schools. They can range from small schools with only a few pupils to nurseries that are part of larger schools.
 - Some nurseries may operate for limited periods, such as during school hours, or extended hours, perhaps from early in the morning until late evening. Some nurseries and pre-schools may follow a particular educational approach, such as Montessori.
- Home-based care:
 - Childminders: provide care in their own home, and may work alone or with up to two assistants. This setting will suit confident learners who are able to work well in small teams.
 - Nannies: care for children in the child's home. They can volunteer to be registered and inspected by Ofsted. It is advisable that learners only undertake work placements with a nanny who is registered on the Voluntary Childcare Register.
 - Learners who wish to work independently with children in the future will benefit from working within these settings.

- Pre-school care: pre-school is childcare and education provision for children under the age of five. Its purpose is to provide pre-school education in children's own communities. This setting might help learners who want to work with parents and families as well as children. Some pre-schools offer extended hours including breakfast and lunch clubs. A committee-run pre-school is run by volunteers, usually parents of children attending the pre-school, and may not operate in the same way as a privately owned pre-school. Some pre-schools operate within a school setting.
- Classroom settings: there are a range of possible school settings learners may attend in the state or independent sectors. They are formal settings where learners will primarily support children's education. These settings will be beneficial for learners who wish to work with older children or learn more about how children's learning develops.
- Holiday play schemes: these provide care for children in school holidays. They are regulated and registered with Ofsted. Holiday play schemes are usually staffed by qualified playworkers who emphasise the importance of play for its own sake. This would suit learners who want to experience a very different ethos in providing play opportunities for children and who may also wish to work with older children.
- Breakfast clubs: these clubs provide care for children before they start school in the morning, with some providing breakfast. These are play-based settings, so would suit learners who want to work with children in a non-educational setting.
- Crèche facilities: registered on the Voluntary Childcare Register, they provide short term care, usually while the parents are close by, such as in shopping centres or leisure centres. They are play-based settings and would suit learners who want to work with different children each day and learn how to support children's transitions.
- Play-based settings: any setting that provides play opportunities for children, such as activity groups and play sessions, falls in this category. Such settings might be based within a children's centre or holiday park where parents may be present. This type of setting is a good opportunity for learners who want to work closely with families as well as children.
- Forest schools: these are outdoor education settings suitable for learners who enjoy physical, hands-on outdoor pursuits and are interested in helping children to feel challenged outside a 'normal' care or education environment.
- Special needs settings: these might include schools, nurseries or groups that support children who have additional needs to those of their peers. These settings will suit learners who are interested in working with children who have additional and sometimes complex needs, and those interested in multi-disciplinary working.
- Children's centres: these provide a range of services tailored to local need, including health and social services, e.g. job centre, baby clinic, baby massage, Dads' club. They aim to support all families, but particularly families in disadvantaged areas. Parents can get a range of advice and support, for example, to find out about childcare in the local area.
- Foundation units: these are combined nursery and reception classes. They are run during term time only, offering sessions to three year olds.

Encouraging links with employers

Finding work placement settings for learners can be challenging, especially if you have a large number of learners and limited opportunities for placement. It might be useful to contact your local authority, or local Families Information Service to search for local providers. You can also search for providers on the Ofsted website, www.ofsted.gov.uk.

To encourage providers to offer placements, it is useful to outline the many benefits of having a learner attend their setting for a work placement, such as:

- young children often relate well to younger people and new adults in the setting
- the setting has an opportunity to nurture future practitioners
- it opens up opportunities for future recruitment
- learners can bring fresh ideas and new skills to the setting.

The workplace setting has a commitment to supervise, monitor and confirm when the learner has demonstrated the required practice skills. It is important that you make the provider aware of this. Hosting an open evening at a convenient time and location can be a useful way to deliver all of the required information to a large number of potential work placement providers. Alternatively, direct contact with providers (such as sending out information leaflets or making contact by telephone or by email or through their website) can be equally effective and provides an opportunity for you to outline key information.

Once work placement settings have been secured, it is important to establish and maintain good channels of communication. Good preparation and communication are key to establishing successful placement experiences for both learners and workplace settings.

An effective way of beginning the process of allocating learners to placements is to provide a skills match. Each learner will have individual skills and talents that may be used within a setting, such as the ability to speak another language or play a musical instrument. If learners create a unique profile of their skills, interests and talents, work placement settings can select the learners who will best suit their setting. It also gives an opportunity for learners to promote themselves and think about which of their qualities a workplace setting will benefit from.

It might be possible to provide the learners with skills match information at your open evening. Not only does this help to prepare learners for their future experiences of applying for employment, it also allows settings to be more directly involved in the process of learner and setting allocation. This is particularly important when learners are attending a home-based setting and will significantly increase the likelihood of the placement being successful for all.

Workplace settings should also be encouraged to conduct an informal interview before the placement commences. You could help learners to develop their interview skills during tutorial time, stressing the importance of punctuality, presentation and body language.

Learners are likely to be apprehensive and nervous when they first attend their setting. A good work placement will allocate a member of staff to act as a mentor. This will help learners feel at ease. Giving learners a small responsibility within the setting will also help them to feel valued and part of the team.

Quality of placements

In order to maintain quality and minimum standards, you should ensure that the work placements you have selected are sufficiently regulated. Early years settings that provide care for children for over two hours a day are legally required to be registered with Ofsted. It is strongly recommended that learners undertake placements in settings rated either 'good' or 'outstanding', in line with the recommendations of the Nutbrown report (June 2012), so that learners can understand what is good practice. Ofsted gradings and reports are available online at www.ofsted.gov.uk.

Safe working practices

The safety of the children and learners in the setting is important. Placement settings must be advised that learners must **not** at any time be left unsupervised to work with children.

Learners should be instructed about current safe working practices before they begin each placement, including the procedure required if they have concerns about the safety of children. This could be facilitated through a short induction or through the learners asking questions and noting the responses as part of their initial contact with the centre.

Centres must take reasonable steps to ensure that learners on placement pose no risk to the safety and wellbeing of the children in the setting.

Legal requirements

To ensure the safety and welfare of children and young people, there are certain legal requirements that must be adhered to in order to maintain safe working practices. These apply to a learner undertaking a work placement, as they would if the person was in employment.

It is essential that it is made clear to settings that learners attending a work placement experience must at no time be left unsupervised with children, unless they are already employed by the setting. This is a legal requirement of the Early Years Foundation Stage Welfare Requirements in England.

Learners need to have a suitable induction period where they are given the opportunity to read relevant policies and procedures, such as safeguarding, fire evacuation, confidentiality, data protection and guidelines on whistle blowing. It is of utmost importance that safeguarding issues relating to taking photographs are reinforced with learners. As part of a learner's induction process, they should have a good understanding of the setting's mobile phone and camera use policy, as well as an understanding of inappropriate use of social networking sites.

The workplace setting may wish to undertake a personal reference in order to feel confident in the learner's suitability to work with children. A Disclosure and Barring (DBS) check (formerly CRB) should be obtained before the placement commences.

It is also important that teachers are confident in the suitability of the workplace setting and mentors. Therefore, it is advisable to conduct a risk assessment of every setting before placing learners. This should include:

- obtaining the setting's Ofsted registration number and confirming they are currently registered
- ensuring the suitability of people supporting learners by obtaining evidence of DBS clearance of the responsible person and mentor
- identifying any potential risks the learner may face, such as pets in a home-based setting.

Placement visits

Placement visits to the centre must be organised to ensure that a learner is observed working with children in each of the different age bands. A record of each visit must be kept along with the observation of the learner working with children.

A minimum of **two** observational records must be completed by a significant member of either the setting or the academic team. Each visit must be recorded on Form CPLD 3 under the appropriate controlled conditions, in order to meet the criteria for Early Years Educator status.

This form is available in two parts. Form CPLD 3a is the Supervisor interim/final observation report. This report form is for completion by the staff in the setting. It provides information on how the learner is developing against criteria. This report is useful as it gives you a chance to acknowledge how the learner is developing skills and competencies under the guidance of the work placement setting. It is also the setting's chance to comment on these skills. The completion of an interim and final report by the setting should be encouraged, as it is important for the setting to be able to feed back on performance, considering the amount of time they are investing in training the learner.

Form CPLD 3b is the Assessor visit observation report. This is completed by the teacher/assessor after each placement. This form contains the same points as Form CPLD 3a but is completed by the learner's teaching staff. Completion of these forms will enable you to assess how the learner is meeting the EYE competencies in their placements.

A combination of these forms can be used but it is advised that, as a minimum, one of each is completed in each of the learner's settings.

These forms can be found at the end of the PEP and can be photocopied, or copied and pasted as required.

Timetabling work placements

It is helpful for learners to attend each placement for a block period of time during their induction, ideally two weeks. This will help them to become familiar with the setting and the procedures they are required to follow.

You should avoid placing learners during the month of September when many children are in a transitional period at the start of the new academic year. It is beneficial for both learners and work placement settings to have learners established before a busy time of the year, such as December during the Christmas festivities or in July at the end of the academic year.

The pattern of work placement attendance will likely depend upon the volume of learners and the individual needs of all concerned. Some learners attend placements for one week at a time and spend the following week in college or school. This can help the learner to see a full week's care and education and allows them to participate in a full range of activities. It also allows the teacher to spend the week when learners are not in attendance conducting workplace assessments and observations. However, it can feel like a long period of time for learners in the early stages of their course, attendance can be difficult to monitor and it can be difficult to accommodate any half terms or future events when forward planning.

Another option is for learners to attend part-time, for example two or three days a week. This allows for better monitoring of progress and any issues that arise are likely to be identified early. It is also easier to organise for the setting. However, it means that learners need to attend settings over an extended period of time. They might miss the full range of opportunities within the setting due to missing regular days and it can take longer to build relationships with children and adults. This can

be supported by the addition of some full week placements throughout the placement period.

A third option is for learners to attend block placements for an intensive period, such as a whole month. This helps them to become quickly established and allows the children they are working with to become comfortable with them. It also means that there is an opportunity for them to take part in a plan—do—review practice and for them to track their progress more clearly. However, it will mean that learners will not attend college or school for a significant amount of time and, if a problem arises, they may not have immediate support from their teachers. Progress may be difficult to monitor and you may find that some learners lose focus.

A combination of all three methods might be the best solution, with learners undertaking a block placement as they reach the conclusion of their course. An example is given below.

Year 1		
Term 1	Childminder Covering birth up to 2 years and 2 up to 4 years	125 hours
Term 2	Pre-school Covering 2 up to 4 years and	100 hours
	Afterschool Club Covering 4 up to 8 years	50 hours
Term 3	School classroom Reception/KS1 setting Covering 4 up to 8 years	100 hours
Year 2		
Term 1	Childminder/Nursery Covering birth up to 2 years and 2 up to 4 years	100 hours
Term 2	Pre-school Covering 2 up to 4 years and	125 hours
	Afterschool Club Covering 4 up to 8 years	50 hours
Term 3	School classroom Reception/KS1 setting Covering 4 up to 8 years	100 hours

Completing paperwork

By building good relationships and establishing effective methods of communication with work placement providers, you will be able to draw up a profile of each setting.

You will need to know how to maintain good records of where learners are placed in order to organise teacher or assessor placement visits and track learners' progress. A database of placements will also help to speed up the learner placement process in

the future. The profile should contain all information gathered from the risk assessment visit and the full name, address and contact details of the setting, including the name of the person the learner should contact. Opening times and the age range of children who attend the setting should also be included.

It is advisable to draw up an agreement of conduct and responsibilities for the setting and to have a meeting between the centre and setting to confirm expectations. This leaves the setting in no doubt of the requirements and commitment involved when supporting a learner on work placement. This agreement should include reference to how the Practical Evidence Portfolio (PEP) should be completed.

In turn, a work placement agreement should be drawn up and signed by each learner, showing their agreement to a code of conduct and their responsibilities while undertaking a placement. Further information, such as dates and times of attendance, should be recorded in order to ensure that the required number of hours has been met. The setting must also have information about the learner's full name and address, contact details and next of kin, any allergies or medical conditions that might be relevant and any religious or cultural beliefs held by the learner.

This information can be used to enhance the skills match profile for the learner and the setting profile. When established, these details might be held on a computer file that can be updated to help speed up the process in the future. It also helps to highlight these profiles as 'active' or 'inactive' depending on whether a learner is in placement, which might help to prevent overburdening settings with too many learners at one time.

Practical Evidence Portfolio (PEP)

Learners need to complete the Practical Evidence Portfolio during their work placement, which provides evidence that they have demonstrated the practical skills necessary for effective work with children and that they meet the requirements of the Early Years Educator (EYE). Work placement settings should be made aware of the requirements to complete these tasks before the learner undertakes practice, so that the work placement provider can ensure the learner is given opportunities to complete the portfolio.

Learners need to be made aware that the PEP is important and must be completed as part of the course. To ensure the PEP is completed you will need to regularly discuss progress with the learners. One approach to supporting learners in completing the PEP could be to focus on a different set of skills each week. In the birth up to 2 years age range, learners could focus on feeding one week and personal care the next, followed by selecting items for safe play, facilitating play, and learning and sharing rhymes and songs.

Preparation for each week could include classroom-based practice, sharing ideas and discussion around issues of health and safety. Each focus should be well planned and children can be observed or assessed during each focus. Learners need to complete three observations and assessments of children in this age range and complete three plans to meet their individual care, development and learning needs, using the documentation and techniques employed in the setting. This will be supported by the theoretical knowledge gained in *Unit 9: Observation, Assessment and Planning*.

When working with children aged 2 up to 4 years, learners could adopt the same approach and take part in a weekly focus. In placement with children in this age range, learners need to complete five observations and assessments of children, and complete five plans to meet their individual development and learning needs, using the documentation and techniques employed in the setting.

Observations should be used to find out what children enjoy doing and are interested in and what their natural next steps might be. Plans should reflect those activities

and approaches already used within the setting, and learners should talk to their work placement mentor before implementing any activity. They could plan to promote children's learning through a mathematical-based activity, an ICT-related activity or a science-based activity. Learners should be encouraged to think about opportunities that already exist within the setting. For example, if a water trough is provided for children, learners could ask children to gather items that might float or sink or use containers to talk to the children about full and empty. When telling stories with children, it might be appropriate for learners to observe children first in order to find out what stories they enjoy and for how long they like to listen to stories. Learners might create or obtain props to further children's enjoyment of these stories.

When working with children aged four up to eight years of age, learners should be encouraged to work very closely with their workplace mentor in order to make sure that the learner complements the teacher's plans. Obtaining the workplace setting's plans for learning in advance will help them to identify potential opportunities to demonstrate the required skills. Learners need to become familiar with the expectations and methods used within the setting before they can effectively support children to read and develop their writing.

When supporting children during play in the playground, it is helpful to think about encouraging children to take part in a safe, organised game such as 'Peep behind the curtain' or 'What's the time Mr Wolf?'. Children will want to engage in physical play, and with large numbers of children this can be difficult to manage. Therefore, a large group game can channel this energy without risk of children bumping into each other or falling.

Skills that can be demonstrated in any placement setting should be those that learners undertake on a regular basis as part of their duties. Where possible, learners should have the opportunity to demonstrate practical skills during a work placement. However, skills marked with an asterisk (*) within the PEP may be simulated in the classroom.

It is helpful for learners to think about their reflective summary throughout their work placement practice and not to leave it until they are nearing the end. It is therefore a good idea for learners to become used to reflecting on their progress. You might encourage learners to complete a weekly diary, blog or summary of their experiences. This will give them a good foundation for developing their reflective summary at the end of each set of skills, and will help them when compiling the information necessary to complete the set assignment of *Unit 11: Reflective Practice*.

The evidence requirements for the PEP and for *Unit 11: Reflective Practice* are closely linked, so these two components of the Certificate and Diploma should be considered together. It is also important for Subsidiary Certificate learners to consider reflective practice, if they intend to progress in their second year to the Certificate/Diploma.

4 Learner progression

Different qualification sizes within the suite

Within the Pearson BTEC Children's Play, Learning and Development Nationals suite, there are five different sizes of qualification to suit the different progression needs of learners. Learners should be registered on the size most appropriate for their needs.

Teachers should refer to the specification for the recommended entry requirements for the qualifications. UCAS points have been confirmed for the five different qualifications and details will be available on the Pearson website.

The Pearson BTEC qualifications lend themselves well to inclusion within a wider programme of study, such as the Study Programme. See pages 21-23 for an illustration of how each size could be delivered in the context of the Study Programme.

Qualification	Learners that the qualification is suitable for
National Subsidiary Award (Equivalent to 1 AS level in size) (Does not confer occupational competence)	<ul style="list-style-type: none"> Suitable for learners who want a taster and introduction to the vocational sector and have an interest in the sector, for example, mature adult learners who are taking a part-time evening course and have an interest in child development. Suitable for learners taking the course alongside A levels (e.g. psychology, biology, English language), if they are considering progression to higher education and a career outside the early years sector that involves working with children, e.g. teaching, paediatric nursing, social work. Suitable for learners taking the course alongside another Pearson BTEC main programme, e.g. in health and social care.
National Award (Equivalent to 1 A level in size) (Does not confer occupational competence)	<ul style="list-style-type: none"> Suitable for learners taking the course alongside A levels (e.g. psychology, biology, English language), if they are considering progression to higher education and a career outside the early years sector that involves working with children, e.g. teaching, paediatric nursing, social work. Suitable for learners taking it alongside another Pearson BTEC main programme, e.g. in health and social care.
National Subsidiary Certificate (Equivalent to 3 AS levels in size) (Does not confer occupational competence)	<ul style="list-style-type: none"> Suitable for learners who wish to undertake an early years qualification on a one year full-time basis in order to: <ul style="list-style-type: none"> gain an additional qualification and experience prior to HE progression pursue a career outside the early years sector that involves working with children (for example, within health and social care). Suitable for learners taking GCSE re-sits alongside the main programme and who may later top up to the National Diploma.
National Certificate (Equivalent to 2 A levels in size) (Confers Early Years)	<ul style="list-style-type: none"> Suitable for learners intending to progress directly into employment within the childcare sector, for example as an early years practitioner or nursery nurse. Suitable for those taking the programme over two years part-

Educator status on learners)	time, while in employment in the early years sector.
National Diploma (Equivalent to 3 A levels in size) (Confers Early Years Educator Status on learners)	<ul style="list-style-type: none"> • Suitable for learners intending to progress into higher education (for example, in early years education, early childhood studies, teaching, nursing, social work, health studies). • Suitable for learners intending to progress directly into employment within the childcare sector, for example, as an early years practitioner or nursery nurse. • Suitable for learners who wish to explore specialist interests, e.g. different approaches such as Montessori and Steiner, cooking activities, or home-based care.

Study Programme: suggested curriculum models

The table below illustrates how each of the BTEC Nationals in Children's Play, Learning and Development could be studied within a wider curriculum, such as the Study Programme. For the Subsidiary Certificate, suggestions have been given for delivery over 1 year and 2 years.

The number of hours of study within a study programme must be at least 540 hours per year to qualify for the full-time per student rate (and meet RPA requirements for 16-year-olds from 2013). The Education Funding Agency has set the funding for this full-time rate at equivalent to 600 hours.

However, the number of hours within an individual student's programme of study will vary depending on the programme pursued and the funding available, so more hours can be included if the funding allows.

Hours that will count towards the study programme will be categorised as either qualification or non-qualification hours (Planned Employment, Enrichment and Pastoral Hours).

Substantial qualification(s)	Work preparation and experience	English and/or Maths	Non-qualification activities	Duration	Total hours
GCE A-levels in Psychology, English Language, Sociology 1080 GLH Additional qualification: Pearson BTEC Level 3 National Subsidiary Award in Children's Play, Learning and Development (VRQ) 180 GLH	Work experience 7 days x 5 hours typically 35 hours	GCSE Maths 60 GLH	Tutorials 72 GLH UCAS application 12 GLH	2 years full time (72 weeks)	1439 hours over two years

Pearson BTEC Level 3 National Award in Children's Play, Learning and Development (VRQ) 360 GLH	GCE A levels in Biology and English Language 720 GLH	Work experience 10 days x 5 hours typically 50 hours mandatory	GCSE Maths 60 GLH	Tutorials 72 GLH UCAS application 12 hours	2 years full time (72 weeks)	1274 hours over two years
Pearson BTEC Level 3 National Subsidiary Certificate in Children's Play, Learning and Development (VRQ) 540 GLH <i>(On successful completion, learners could progress in the following year to the full certificate or diploma)</i>		Work experience 58 days x 7 hours typically 400 hours mandatory (delivered as 2 days a week)	GCSE English or Maths 60 GLH	Tutorials 36 GLH UCAS application 12 hours	1 year full time (36 weeks)	1048 hours over a single year
Pearson BTEC Level 3 National Subsidiary Certificate in Children's Play, Learning and Development (VRQ) <i>(Delivered over two years)</i> 540 GLH Pearson BTEC Level 3 90-credit Diploma in Health and Social Care (QCF) 540 GLH		Early years work experience 58 days x 7 hours typically (delivered as 1 day a week for 2 years) 400 hours mandatory Health and social care work experience 14 days x 7.5 hours typically 100 hours minimum mandatory	GCSE English or Maths 60 GLH	Tutorials 72 GLH UCAS application 12 Hours	2 years full time (72 weeks)	1724 hours over two years

Pearson BTEC Level 3 National Certificate in Children's Play, Learning and Development (VRQ) 720 GLH	Work experience 108 days x 7 hours typically (delivered as 2 days a week) 750 hours mandatory		Tutorials 72 GLH UCAS application 12 hours	2 years full time (72 weeks)	1554 hours over two years
Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (VRQ) 1080 GLH	Work experience 108 days x 7 hours typically (delivered as 2 days a week) 750 hours mandatory		Tutorials 72 GLH UCAS application 12 hours	2 years full time (72 weeks)	1914 hours over two years

Units

Unit 1: Child Development

Delivery guidance

Learning aim A begins by looking at how principles of growth and development apply to children's developmental progress. Your learners will need to know about how the rate of development can vary between children and how the areas of development are interrelated, as well as neurological development including neural pathways, growth and myelination. The focus will be on developing an understanding of how children develop from birth to 8 years, and your learners will need to fully understand the five key areas of development (physical, cognitive, language, emotional and social), the normative ages and stages, and the sequence for each area. Understanding and recognising the principles of development and developmental norms is essential to supporting the needs of individual children and for your learners to be able to better understand observations and plan activities and care routines. When delivering learning aim A, it is important to introduce and ensure that your learners understand the meaning of the terminology relating to development that they will come across in this unit.

Learning aim B looks at the theories and models of development that inform understanding of child development. Learners will need to understand theoretical concepts to be able to identify strengths and weaknesses within the theories; learners need to be able to justify their choice of theorist and their rationale for choosing the theories. By understanding each theory in full, learners can make informed choices as to whether the theory in question worked effectively for the needs of an individual child.

For learning aim C, learners are expected to show more application of the various theoretical approaches covered in learning aim B; learning aim C focuses on being able to apply theories and models of child development to support children's development. Your learners will need to understand how the theories are used and how different theoretical approaches are combined in work with children to support children's overall development. It is essential for learners to be able to apply these theoretical approaches as this is the main skill that will enable them to become effective and competent practitioners.

Learning aim D looks at understanding the range of factors that influence children's development. By using the knowledge they have gained in the three previous learning aims, your learners will be able to demonstrate effective rationale, judgements and analytical skills about the extent to which the factors may affect an individual child's development in both the short and long term. Up to this point, your learners will have focused on all five areas of development, the ages and stages, developmental norms, theoretical approaches for children from birth to 8 years and factors that affect development. As early years practitioners, it is important that your learners understand that some children may not be at their expected developmental norms and the next learning aim addresses this issue.

Learning aim E focuses on understanding atypical development and the importance of early recognition. Learners will need to show how atypical development in one area of development may impact across all other areas, as well as affecting self-esteem and confidence. They also need to demonstrate an understanding of the importance of early recognition of atypical behaviour; case studies will be a helpful way for learners to link theory to practice.

Although learners completing the Subsidiary Award are not required to complete a placement, it is recommended that during the delivery of this unit they have the opportunity to visit different settings and meet children of various ages so they can relate knowledge gained to real-life situations. Case studies or film clips and examples of observations of children will be helpful as a basis for classroom-based discussion and to underpin theoretical knowledge.

Getting started

This provides you with a starting place for one way of delivering the unit, providing a sample of activities linked to the unit content. The activities are for guidance only. Additional activities and teaching are likely to be required and you should ensure learners undertake independent study.

Unit 1: Child Development

Introduction

Ask learners to jot down a description of their stage of development when they started school (KS1) aged 5. Prompt them to think about their physical, emotional, language and social development at that time. Share information and discuss similarities and differences in responses.

Learning aim A: Understand how the principles of growth and development apply to children's developmental progress from birth up to 8 years

Principles of growth.

- Ask your learners to work in pairs to agree a definition for the terms 'growth' and 'development'. Ask them to share definitions with the whole group.
- Show your learners examples of growth charts for different children, some of the same age but with differing growth rates. Ask them to suggest reasons why:
 - the rate of growth is variable
 - different parts of the body grow at different rates.
- As personal research, ask your learners to seek permission to weigh and measure babies/children at three different ages and plot them on a growth chart. Alternatively, invite a mother and small child(ren) to visit the class and demonstrate taking measurements.

Definition of development as the skills and knowledge that children gain.

- Remind learners of their definition for development (see above).

Principles of development.

- Give your learners a handout with information on the principles of development and give them time to read it through. Explain that interrelated development is sometimes referred to as 'holistic development'. Ask them to highlight the key parts of the text that summarise the principles of development.
- Ask your learners to work in pairs or small groups to produce information for parents (using a method of their choice) that outlines/illustrates the principles of development to include that:
 - physical development occurs in an orderly sequence
 - physical development begins with the control of head movement and continues down the body
 - physical development begins with uncontrolled large movements before becoming precise and refined
 - areas of development are interrelated
 - the development rate varies between children
 - development is affected by a range of different factors.

That the development of children's brains (neural growth, development of pathways, myelination) underpins many aspects of children's overall development.

- Introduce the terms 'neural growth' and 'neural development' to describe the development of children's brains.

Unit 1: Child Development

- Show your learners a film clip on the development of the brain (neural growth, development of pathways, myelination). Review information with the group and give information on, for example, the YouTube™ clip *The Secret Life of the Brain – The Baby's Brain*.
- Give your learners a large planning sheet and ask them to discuss and note down how the development of the brain underpins other aspects of children's overall development.

The effects of cortisol on the developing brain.

- Give out different sources of reading material, i.e. books, journals, newspapers and magazine articles, on this topic. Ask your learners to read the material and discuss the possible long-term effects of stress on developing brains.

That principles of development help practitioners to:

- *recognise a child's overall stage of development*
- *support a child's development*
- *anticipate the next stage(s) of development*
- *recognise delays in development*
- *recognise difficulties in development*
- *understand different factors that may affect development.*
- Write the principles of development on the whiteboard. In small groups, and using personal experience and examples from placements, ask each group to discuss and make notes on how these principles help practitioners to:
 - recognise a child's overall stage of development
 - support a child's development
 - anticipate the next stage(s) of development
 - recognise delays in development.
- Ask each group to feed back their answers and justify them (in relation to principles).

Five areas of development.

- Split your learners into five groups and ask each group to research one area of development: physical, cognitive, language, emotional, social. Remind learners that language development may also be referred to as 'literacy skills' and that physical development is concerned with gross motor skills and fine motor skills. Ask each group to give a definition with supporting examples to inform the rest of the group.

The relationship between growth and development and how they work together in supporting children's overall development.

- Ask your learners to work in small groups to discuss and define the relationship between growth and development, and how they work together in supporting children's overall development. Then facilitate a group discussion on their findings, asking them to justify the choices they have made.

Norms.

- Lead a discussion on the fact that, although each is unique, children usually pass through the same stages of development at a similar age and that these stages of development are referred to as 'norms' or 'milestones'. Explain that these norms have been worked out by observing the development of a large number of children worldwide.

The normative age/stages and sequence in physical, cognitive, communication and language, social and emotional development.

Unit 1: Child Development

- Give your learners information on normative stages/milestones of development including birth to 2 years, 2 up to 4 years and 4 up to 8 years. Lead discussion on how these milestones are used.
- Show your learners film clips about child development and ask them to use the milestones to identify the stage of development of identified children in the films, with reference to developmental norms.

Cultural environment.

- Write a mix of realistic and controversial statements on the whiteboard, e.g. 'Where a child lives will not make any difference to their academic attainment', 'Genetics have little effect on development; it is the environment that is influential' and 'All areas of children's development can be affected if they live in poor housing conditions'.
- Ask your learners to decide whether the statements are true or false and give reasons/examples. Share responses and give feedback.
- Consolidate learning by giving learners a case study of a family with three children in the identified age groups. Describe the background of the family, physical and genetic factors and details of the stage of each child's development (ensuring that at least one child is not meeting normative development in all areas). Set questions as revision for the previous content, e.g. whether the children are following normative patterns of development for their age, how delays in communication might delay other areas of development, and how the environment may affect their development.

Learning aim B: Understand theories and models of development and how they relate to aspects of children's development*Theories that consider how children learn behaviours.*

- Show film clips (see the *Resources* section later in this unit of the Delivery Guide) relating to each theory below and lead discussion following each one:
 - Bandura's social learning theory – the concept of modelling and how this theory might be used to explain how children learn behaviours and actions, self-efficacy and empowerment
 - Pavlov's theory of classical conditioning – how it might be used to explain the way that children may learn through association
 - Skinner's theory of operant conditioning – different types of reinforcements, schedules of reinforcement and how this theory might be used to explain why and how children learn behaviours and repeat actions.
- Ask your learners to work in groups of three and choose one theory to research in more depth and explain to their peers. After the feedback, ask your learners to discuss and record the strengths and weaknesses of each theory.
- Lead whole-class discussion to collate information from each group.
- Outline several scenarios about children involved in learning, which relate to social learning theory, classical conditioning or operant conditioning. Ask learners to identify the theory, giving reasons for their choice.

Theories that consider the development of cognition and language.

- Introduce theories on how children develop cognition and language/literacy skills by asking your learners to identify something that they have learned recently. Ask them to consider how they learned the knowledge or skill and feed back to the rest of the group, emphasising the need for experiential learning.
- *Piaget's model of how children's logic and reasoning develops.*
 - Introduce Piaget's background and theory to the class. Give your learners a handout of Piaget's stages of development and explain. Use a film clip showing 'conservation' tests (available on YouTube™, e.g.

Unit 1: Child Development

www.youtube.com/watch?v=YtLEWVu815o) to explain the stages of cognitive development. Introduce the theory of accommodation and assimilation, drawing the cycle to support understanding.

- As independent research, ask your learners to undertake conservation tests with children of different ages and report the outcomes.
- *Vygotsky's approach to the development of children's reasoning.*
 - Introduce Vygotsky's background and approach to reasoning. Explain the terms 'proximal' and 'actual development'. Ask your learners to work in buzz groups to discuss and share examples of the application of the theory of proximal and actual development in early years settings.
- *Athey's identification of schemas.*
 - Introduce Athey's background and theory of schemas to the whole class and explain the four stages. Give a practical example of a child's development through each stage. Then ask your learners to work in pairs to write another example to support Athey's theory. Give feedback to the class on the appropriateness of these examples.
- *Bruner's theoretical framework.*
 - Introduce Bruner's background and theoretical framework. Show a film clip of Bruner explaining his theory (available on YouTube™, for example www.youtube.com/watch?v=ZXUJMNtZh_s).
 - Lead whole-group discussion on the concept of experiential learning.
 - Working in small groups, ask your learners to produce a mind map of the implications of Bruner's theory on the organisation of learning and play activities in early years settings.

The information processing theory of cognitive development.

- Introduce the information processing theory to the class. Give your learners a proforma with three columns with the headings:
 - Age group
 - Outline of cognitive/memory development
 - Example of this in practice.
- Ask learners to carry out further research and complete the proforma.

Chomsky's model in relation to how children acquire language.

- Introduce Chomsky's background and his theory of how children acquire language. Show a film clip of children aged 2 to 4 years using language and ask your learners to work in small groups to apply the theory to their observations.
- Ask your learners to work in small groups to select three theories from above, identify similarities and differences, then present their findings to the whole group.
- As personal research, ask your learners to observe children involved in play and learning activities and reflect on these, identifying where practice and behaviours exemplify the theories above.

Theories that consider personality and the development of self-esteem.

- Ask learners to consider factors that have impacted on their own self-esteem and then work in groups to list as many factors as they can that could affect children's self-esteem. Collect the notes, read out the ideas and display them.
- *Erikson's psychosocial stages of personality.*
- *Harter's theory of self-esteem.*
 - Introduce Erikson's psychosocial stages of personality and Harter's theory of self-esteem – with supporting handouts.

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Theories that consider children's moral development.

- Discuss well-known examples of child criminals, e.g. the Jamie Bulger killers.
- Discuss theories of moral development, defence claims referencing media and peer pressure, responsibility for own actions.
- Debate thoughts and feelings in line with moral development, discussing Kohlberg's stage model of moral development and Piaget's stages of moral development.

Theories that consider children's development in relation to their environment.

- *Bronfenbrenner's ecological systems theory of human development, which is often represented as a series of concentric circles that show how children's development does not happen in isolation, but is closely interrelated to their family, nursery or school, local community as well as the wider society.*
 - Draw an illustration of Bronfenbrenner's ecological system 'concentric circles' on the whiteboard. From the centre, write in the headings 'Microsystems (child)', 'Mesosystems (family)', 'Exosystems (nursery/school)' and 'Macrosystems (wider society)'. Ask your learners to add influences relating to each section.
 - Working in small groups, give each group a child study with different culture, social class, education, religious/ethnic or disability backgrounds. Ask your learners to show a link to the theory and ask them to research what challenges their particular child study could face due to their circumstances. Get each group to feed back their findings to the rest of the group and facilitate a group discussion.

Theories that consider attachment.

- *Bowlby's theory of maternal attachment; secure, resistant and avoidant attachment; the stages of separation anxiety and Mary Ainsworth's research into the security of attachment (secure, resistant and avoidant). How these theories might explain children's reactions to being separated from their primary carers.*
 - In small groups, ask your learners to research Bowlby and Ainsworth and attachment theories. Give each group three case studies of children who have been separated from their parents or who have not developed strong bonds and ask learners to respond to each study with reference to both theories.

Learning aim C: Be able to apply theories and models of child development to support children's development

Theories that consider how children learn behaviours.

- Show learners an exemplar behaviour plan and discuss links to social learning and operant conditioning theory. Ask learners to develop a behaviour plan of their own for an individual child that they know (observing confidentiality) or use a case study. The behaviour plan must demonstrate:
 - how to use social learning theory – encouraging children to try activities or learn skills; adult role modelling positive behaviours that they wish the children to develop
 - how to use the theory behind Skinner's theory of operant conditioning – promoting positive behaviour by giving praise, positive acknowledgment and rewards; promoting children's learning by planning activities that are pleasurable for children.
- Ask learners to work in pairs to identify strengths and weaknesses of each theory.

Theories that consider the development of cognition and language.

- *How to use the theory behind Piaget's stages of cognitive development to provide a wide range of practical activities so that children can develop schemas by being active learners.*

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- Show your learners film clips of children involved in active learning. Lead follow-up discussion revisiting Piaget's cognitive development theory introduced in learning aim B.
- Bring in a selection of resources and ask your learners to work in pairs to plan and explain how they could be used to encourage 'active' learning. Ask your learners to work in groups to plan activities for a nursery day, for a given age group, which involves 'active' learning. Ask those who have access to work experience to implement these plans.
- *How to use Vygotsky's Zone of Proximal Development model to observe what a child can do and then work alongside the child to further the child's development through the use of interaction and sensitive questions.*
- *How to use Athey's schema theory to observe children's use of schemas while playing and then provide further resources and activities that will allow the child to explore further.*
- *How to use Bruner's theory by ensuring that the curriculum is based on learning through play and activities; that adults spend time engaging and interacting with children in order that children can make connections between what they are doing and their past experiences.*
 - Ask your learners to observe children at play in their work placement or during an organised visit and record what children can do. (Alternatively, use film clips.) Ask learners to reflect on their observations with reference to Vygotsky's Zone of Proximal Development, Athey's schema theory and Bruner's theory, suggesting ways in which the children can be supported in their further development.
- *How to use the principles behind the information processing theory by using visual aids, props and timetables to assist processing; giving children enough time to respond when asking questions; the need to remind children to do things as they may not be able to remember instructions; using practical activities and play as a way of teaching; recognising that children of different ages will respond at different rates and so ensuring that younger children have more time to process instructions or new experiences.*
 - Ask your learners to reflect on ways they have supported children or observed practitioners working with children, and to evaluate how the principles behind the information processing theory have been used and applied.
- *How to use the theory behind the Chomsky's language acquisition device to ensure that there are sufficient opportunities for interaction with children in order that they can assimilate language.*
 - Ask your learners to revisit the active learning activity plans for the nursery day (see above) and identify opportunities for interaction with children, referring to Chomsky's theory of language acquisition.

Theories that consider children's personality and the development of self-esteem.

- *How to use Erikson's psychosocial theory of personality development by:*
 - *encouraging children to try out new things for themselves*
 - *reacting appropriately when children make mistakes*
 - *giving positive and unconditional support to the child*
 - *helping parents to understand the importance of their doing similarly at home.*
- *How to use the theory behind Harter's model of self-esteem and the 'looking glass effect' by:*
 - *providing positive and unconditional responses*
 - *smiling and using positive body language*

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- *showing an interest in what they are doing*
- *making positive comments.*
- Show your learners a film clip of an adult supporting children in activities or care routines and ask them to note down when they see any of the practices listed above in Erikson's theory of personality and Harter's model of self-esteem.
- Give your learners a proforma with the practice relating to each theory and ask them to explain how each response supports children's development of personality and self-esteem.
- As part of personal research, ask your learners to keep a diary, recording where they have observed or used each theory.

Theories that consider children's moral development.

- *How to use the theory behind Kohlberg's and Piaget's stages of moral development – adults should react proportionately when children show unwanted behaviour and provide explanations of why it is good to behave in certain ways.*
 - Give your learners a behaviour policy and ask them to use highlighters to identify how Kohlberg's and Piaget's stages of moral development are used.
 - Ask learners to discuss examples of situations in which they have observed or used theories in their practice.

Theories that consider children's development in relation to their environment.

- *How to use the principles behind Bronfenbrenner's ecological systems theory of human development: the importance of working in partnership with parents; supporting the children's learning in the home; talking to children and planning activities based on what they do with their family and in the community; going on visits in the local community and inviting people to come in to the setting.*
 - Ask your learners to write an educational report on how Bronfenbrenner's ecological systems theory impacts on children's development. They need to discuss the five environmental systems (microsystem, mesosystem, ecosystem, macrosystem and chronosystem) and how these can change or vary from culture to culture.

Theories that consider attachment.

- *How to use the principles behind Bowlby's attachment theory and Ainsworth's research in order to ensure that a child has an attachment to a key person before separation takes place; to develop flexible settling in procedures; to observe that a child's attachment to their key person is secure; to recognise and act to reunite the child with their parent if there are signs of separation anxiety; to make sure that when a child is moving from the care of one adult to another that sufficient time is allowed for the child to become settled.*
 - Invite an early years practitioner to speak about the strategies used for very young children new to a setting, followed by a question-and-answer session.
 - Ask your learners to work in small groups to design a good practice guide for children settling into nursery.
 - Give your learners a case study describing a young child who has been distressed when moving from the care of one adult to another (e.g. moving from a childminder to a day care setting). Ask them to respond and suggest action that could be taken and what strategies could be put into place. Ask them to refer to Bowlby and Ainsworth in their response.

Unit 1: Child Development**Learning aim D: Understand how a range of factors influences children's development**

How a combined range of factors contributes to each child's uniqueness as no child, even if genetically identical, experiences life in the same way.

- Give learners a photo of twins. In pairs, ask learners to discuss and record reasons why there may be differences in their development. Ask learners to join two other pairs and compare ideas, adding any they have not thought of. Ask learners to feed back to the whole group.

How delayed development in one or more areas can impact on a child's overall development.

- Give learners a 'mind map' with the areas of development spaced out on the page. Ask learners to link areas of development and, on the drawn lines, write why a delay in one area may impact on others.

Pre-natal factors: maternal health; diet and lifestyle choices, and how they may affect the growth and later development of children

That babies born before 37 weeks, who are often described as preterm or premature, may take time to reach developmental norms

That biological factors such as disability, long-term medical conditions and short-term illnesses may negatively impact on a child's development because they restrict a child's opportunities to play and learn.

Ask learners to work in groups to design a display for a waiting area in an antenatal clinic. It should include information on the above information. Learners should use various resources and materials to achieve an eye-catching and informative display. *The potential effects of poverty on children's lives: increased likelihood of poor health outcomes (infant mortality, morbidity and life expectancy as a result of housing and diet); lower educational attainment as a result of fewer opportunities for stimulation; the influence of others beyond the immediate family – the wider family, friends, carers, teachers and the wider society as potential reinforcements or counterbalances to effects of poverty.*

- Ask your learners to work in small groups to research the effects of poverty on children's lives, using the internet, textbooks and any wider reading material, and using statistics to support their information. They need to prepare a presentation to feed back their findings to the rest of the group for peer assessment. Their research should cover:
- the possible effects on children's health
- the possible effects on children's educational attainment
- how significant people in the lives of children and wider society may counterbalance the effects on health and educational attainment.
- Facilitate discussion to get the group to think together and consider the wider picture. Ask them to justify the statements they have made.

How the family experience of education can affect a child's development.

- Give your learners a large planning sheet and ask them to work in small groups to identify and record different experiences that older family members have had. Against each example, ask them to add ways that the experience may have affected their own or their siblings' development.
- Give information on the Effective Provision of Pre-School Education (EPPE) project, parenting programmes, the Children and Young People's Plan 2013–2016, and entitlement to education for disadvantaged 2-year-olds.. Then organise a *Question Time*-style programme with learners roleplaying teachers, early years specialists, politicians, councillors etc.

Social/political factors: social class; local policies; national services; local services;

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national strategies; local strategies.

Cultural factors that may support or restrict opportunities for development: how education is valued by parents and the local community; attitudes towards gender within the family.

- In pairs or small groups, get learners to research social/political factors and cultural factors that may have a negative or positive impact on children's development. Then ask them to produce a report, e.g. a written report for a journal or an audio/video recording for other learners, that explains the possible impact on children's development.

How education affects children's physical, emotional, intellectual and social development: the ability of children to learn to mix and socialise with other children; the presence of opportunities to promote cognitive development through introducing concepts like number and shape.

- Give your learners a copy of curriculum plans for a week in a nursery. Ask them to use different coloured highlighters to identify: a) the opportunities that children will have to mix and socialise; b) opportunities for cognitive development.
- Ask your learners to plan an additional activity to encourage: a) children to mix and socialise; b) cognitive development.

Emotional factors that might support or hinder a child's feeling of security: attachments between the child and parent; divorce or separation of parents; parental depression.

- Use 'hot seating', asking confident individual learners to take on the role of a child who has had difficulties in emotional attachment (being sensitive to those who may find the activity difficult). Ask them to go into character and ask their peers to ask questions of them about their feelings and how it affects them.

The different stresses on children: bullying; transitions; separations and abuse; which can affect their overall development and behaviours in the long- and short-term.

- Show your learners a clip from a current soap opera or television programme in which one of the stresses mentioned above may be part of the storyline. Get them to discuss how they think the person in the clip felt. Alternatively, this scenario could be role played.
- Give your learners scenarios based on the four stresses listed. Ask them to give an overview of the issue and the ways that it may affect the child's short- and long-term development.

Learning aim E: Understand the importance of recognising atypical development

The definition of atypical development as a way of describing a significant difference in one or more areas of a child's development compared to the expected normative development.

The definition of the term 'delayed global development' to describe delay in all areas of development and the term 'gifted', which is often used in the context of a child having advanced acquisition of skills relating to cognition and language.

- In pairs, ask your learners to brainstorm and write a definition for 'atypical development', 'delayed global development' and 'gifted'. Get each pair to feed back their answers to the rest of the group.
- Throughout this learning aim, case studies of children at different stages of development could be used to illustrate ways that atypical development impacts on other areas of development.

How delayed social development impacts on other areas of development: the impact on physical development through not joining in with physical play with others; reduced

interaction with peers and adults, which may limit language development; the impact on

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behaviour as a result of reduced play and interaction or impact of being bullied.

- Ask your learners to create a collage display which covers the above principles, using different kinds of media resource (e.g. magazines, internet research, journals, books, newspaper articles).

The extent to which delayed cognitive development impacts on other areas of development: the impact on development of speech and learning to read and write; on social development if a child is unable to play cooperatively with peers; on feelings of self-esteem if compared with peers; and on behaviour if excluded from play or being bullied.

- Organise a *Dragons' Den*-type activity. Ask your learners to work in small groups to design an educational resource that would overcome all of the above. Give your learners certain remits, such as the type of atypical development present and the age range. They must present their resource to the rest of the group for peer assessment, with justifications for their choices. The resource could be a board game, reading book or role play puppets, for example.

How delayed language development impacts on other areas of development: on behaviour if a child is unable to express feelings; on cognitive development if a child is unable to express thoughts; and on social development if communication limits interaction with peers.

- Working in small groups, ask your learners to complete simple activities, e.g. using building blocks or playing board games. Learners within the group must not speak to each other while completing the activity. Get them to write down how they felt, then open up a group discussion and ask them to consider how children's learning and ability to express feelings could be affected by communication difficulties.

Ways in which delayed emotional development impacts on other areas of development: on social development if behaviour limits opportunities to play with peers and build relationships with others.

- Ask learners to analyse observations of children with delayed emotional development, then discuss with the group ways in which this behaviour may affect social development and readiness to learn.

The extent to which delayed physical development impacts on other areas of development: on cognitive development if there is reduced opportunity to explore the environment; on social development if there is reduced opportunity to join in play with peers; on self-concept and behaviour if excluded from play or being bullied.

- Show your learners a film clip of children involved in physical activity in a group setting. Ask them to note down how physical development influences the ways that children: a) explore the environment; b) play with friends.
- Give your learners two scenarios: one of a child with delayed physical ability, asking them to identify the possible impact on their cognitive and social development with reasons; and one of a child who is being excluded from the group, asking them to identify the impact on self-concept and behaviour.

How other areas of development of children who have advanced acquisition of skills relating to cognition and language may be affected: on social development if play is at a different level from peers; on behaviour if child is frustrated due to under stimulation.

- Produce a case study of a child with advanced cognition and language skills. Ask your learners to discuss the likely impact on the child's social development and behaviour.

The impact on children's outcomes: on relationships, self-confidence, literacy and ability to access learning opportunities if atypical development is not recognised promptly.

- Produce a case study of a child whose atypical development has not been recognised. Ask your learners to discuss the likely outcomes for the child in the case study if early recognition is not made and acted on.

Reasons for early recognition of atypical development.

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Working in small groups, ask your learners to design a questionnaire to gather information (from key professional workers in placement, parents, health visitors, nurses or GP surgeries) about:

- *benefits of early referral*
- *early recognition of a medical condition*
- *additional support and resources for the child*
- *reduction of unwanted behaviours caused by frustration*
- *increased likelihood of a positive outcome.*
- Ask learners to collate and share results.

The importance of listening to and involving parents: the rights of parents to be involved in referral; parents' own observations about their child and family history.

- Ask a parent who has a child with atypical behaviour to come and speak to your learners. Ask them to share their own experiences. In preparation, ask your learners to put together questions to ask the parent.
- Ask groups to role play two scenarios for other learners: first, where a parent is not included in discussions about the child's needs and plans; and second, where they are fully involved. Ask your learners to respond to each scenario, giving reasons why it is important for parents to be involved.

The importance of building a picture of a child's development through collaboration with health professionals and other specialists to ensure that atypical development is correctly assessed and the right support and services are provided.

- Invite an early years practitioner and health worker to talk about their job roles and where they fit in to the overall picture of the multidisciplinary team. Facilitate discussion and questions.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 National Children's Play, Learning and Development:

- *Unit 2: Play and Learning*
- *Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs*
- *Unit 4: Health and Safety in Early Years Settings*
- *Unit 5: Working with Parents and Others in Early Years*
- *Unit 6: Supporting Children's Speech, Communication and Language*
- *Unit 7: Supporting Children's Personal, Social and Emotional Development*
- *Unit 8: Safeguarding in Early Years*
- *Unit 9: Observation, Assessment and Planning*
- *Unit 11: Reflective Practice*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Observe, assess and plan for children aged from birth up to 1 year, 11 months: 85 and 86
- Observe, assess and plan for children aged from 2 up to 4 years: 96–98

As this unit is about child development, theories associated with all areas of development and factors that affect atypical development can relate to most of the Practical Evidence Portfolio.

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Bee, H. and Boyd, D., *The Developing Child* (13th edition), Pearson Education, 2011 (ISBN 978-0-205844-48-7)

This is a good reference for learners, providing information about child development theory and application.

Lindon, J., *Understanding Child Development 0–8 Years* (3rd edition), Hodder Education, 2012 (ISBN 978-1-444167-18-4)

Thorough coverage of theory about how young children develop and the practical implications of research. This book will enable learners to understand what happens in early childhood and factors that promote secure learning and wellbeing.

Meggitt, C., *Child Development: An Illustrated Guide with DVD* (3rd Edition), Pearson Education, 2012 (ISBN 978-0-4350788-80-5)

Clear and concise information on the developmental stages from birth to 8 years. It features clear references to relevant video clips that are provided alongside related information in the book, helping you to get the most out of the DVD.

Sheridan, M., Sharma, A. and Cockerill, H., *From Birth to Five Years: Children's Developmental Progress* (3rd edition), Routledge, 2008 (ISBN 978-0-41542-365-6)
A classic guide to the developmental progress of pre-school children; widely recognised as an invaluable reference.

Tassoni, P., Baker, B. and Squire, G. (ed.), *BTEC National Children's Play, Learning and Development Student Book 1*, Pearson Education, 2014 (ISBN 978-1-447970-96-5)

This book includes a chapter on child development relating to the unit content in the specification. There are practical examples of underpinning theories and tasks to help learners prepare for the external assessment element.

Journals

Nursery World (www.nurseryworld.co.uk)

Offers practical advice on working within the early years sector. Also covers legislation and provides information about topics from health, Ofsted and government agendas.

Videos

Video clips about child development found on video-sharing websites, e.g.:

- The Secret Life of the Brain – The Baby's Brain (www.youtube.com/watch?v=MS5HUDVNBGs)
- Bandura's social learning theory (www.youtube.com/watch?v=NjTxQy_U3ac)
- Pavlov's theory of classical conditioning (www.youtube.com/watch?v=bRrBsoU3PVI)
- Skinner's theory of operant conditioning (www.youtube.com/watch?v=SUwCgFSb6Nk)
- Bruner's theoretical framework (www.youtube.com/watch?v=ZXUJMNtZh_s).

Siren Films (sirenfilms.co.uk)

Produce a wide range of films on child development.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.bbc.co.uk/schools/laac/index.shtml

This interactive website for teachers, parents and children has activities and resources linked to the Early Years Foundation Stage.

www.childdevelopmentinfo.com

A US website with information on products and services related to child development, psychology, health, parenting and learning. Although primarily aimed at parents, it contains a wealth of accessible information that your learners will find useful.

www.pregnancyguideonline.com

An easy-to-read website providing information and advice about various aspects of pregnancy.

Unit 2: Play and Learning

Delivery guidance

In learning aim A your learners will look at how play links to learning and development, considering each of the developmental areas and how play can support them. As learners will be working with children of different ages, there is also content about how play changes according to the child's stage of development, not necessarily their age. Understanding and recognising this when observing children will support your learners' later planning of purposeful play and learning activities.

Learners also need to know about the different types of play opportunities and activities that can be offered to encourage a child's development. This is the focus of learning aim B and the knowledge gained here will support learners on placement with different age groups. As it is usual for children in early years settings to spend significant amounts of time outdoors, it is important that your learners are taught how resources and play can be set up for different ages/stages in outdoor as well as indoor environments.

As learners who are on placement will discover, there are many different approaches to providing play. Learning aim C looks at the many theoretical and philosophical approaches to play and learning. Many of these are contrasting and the inclusion of playwork principles within the definitions should help your learners to understand that there is no single approach to providing play. Many of the theories of play in learning aim C should complement knowledge gained in *Unit 1: Child Development*. These theorists should be looked at in the context of what they said about play and learning; this would include Jerome Bruner's thoughts about the role of the adult. In this learning aim, learners should also be introduced to the early years curriculum in the country in which they live or are intending to work. They will need to become familiar with the structure of the curriculum so that they can understand how it affects the provision of play in early years settings.

Learning aim D looks at the role of early years professionals in children's play opportunities, activities and learning. The knowledge gained here should help learners on placement to become more competent in their practical work with children, as well as more reflective. Learners need to understand the sensitive nature of engaging with babies and children during play and recognise how a skilled adult can make a significant difference to children's outcomes.

Although learners completing the Subsidiary Award are not required to complete a placement, it is recommended that you give them the opportunity to visit different types of early years setting. You could also show them film clips that show how children at different stages play, both indoors and outdoors. This will provide a context for the unit and make it more enjoyable.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 2: Play and Learning

Introduction

You could ask learners to reflect on their own favourite toys and memories of playing from when they were younger. Focus learners on where they played and what play 'felt' like. See if you can elicit from them the idea that play is pleasurable and allows children to feel free. You could also state the fact that the right to play is identified in Article 31 of the UN Convention on the Rights of the Child: it is a right for all children to be able to relax, play and join in with a wide range of cultural, artistic and recreational activities.

Learning aim A: Understand the links between play and children's development

The importance of play to children's overall development as it naturally prompts children to practise and develop skills and knowledge across each of the five areas of development.

- Begin by introducing this as a theme of the learning aim. Return to it at the end of the learning aim. Role play a parent who does not believe in 'play' and ask your learners to explain why play is important.

How play can support children's physical development to include practising skills that lead to increased coordination, stamina, balance, and fine and gross movements.

- Show film clips of children engaged in play. See if your learners can identify the physical skills that children are using and the extent to which the play supports different aspects of physical development.

How play can support children's cognitive development to include learning concepts and problem solving and, with early years professional input, develop sustained and shared thinking and higher-level thinking skills.

- Bring in some board games for learners to play. Ask them about the mathematical, logical concepts that they are using. Ask learners to suggest open-ended questions that they could ask during play to develop children's thinking skills. See if learners on placement can find out how play is planned to support children's cognitive development.

How play can help children's communication and language development to include extending vocabulary, language structure and dialogue, as children have a reason for learning and using language as they join in play or use talk to organise their own actions while playing.

- Ask a parent to bring a young child into the setting and to play with them. See if your learners can identify how the child is learning vocabulary and developing language structure and dialogue.

How play can support children's social development to include sharing, cooperating and building relationships.

- Show learners short film clips of children engaged in role play. Explore in group discussion how the play contributed to the development of different skills.

How play can support emotional development to include: making sense of the world including the significance of difference; freedom to make mistakes; helping children with transition and those who have experienced trauma.

- Use a class discussion to see if learners can remember why they enjoyed playing as children.
- Split learners into two groups, giving them a creative or construction activity. Give one group instructions for what the end result should be and allow the other group to

Unit 2: Play and Learning

develop their own ideas with no set outcome. Lead discussion on how they felt about the task, such as whether those with a set outcome felt that they had failed. Discuss the importance of children having freedom to make mistakes and how this can be achieved through open-ended activities.

- Ask learners to plan open-ended activities that will help children to explore the world around them and to recognise similarities and differences between themselves and others.
- Invite a play therapist to talk about how play is used to support children during transition or when they have experienced trauma.

The benefits of child-initiated play to overall development to include: developing independence, confidence and concentration; enabling involvement in own learning; encouraging imagination and creativity.

- Ask learners to explore the main features of 'child-initiated play', such as the fact that it is chosen by the child, the play is 'owned' by the child and that more than one resource might be used.
- Ask learners as part of independent study to observe children engaged in child-initiated play and to note its benefits. Explore these benefits in a group discussion.

How children's play might change according to their age/stage of development, including the way that over time children become interested and able to play with others as noted by Mildred Parten's social stages of play.

- Ask learners to research Mildred Parten's six social stages of play.
- Show film clips of children of different ages. Ask learners to identify the social stages of play that the children are demonstrating. See if your learners can pick out themes and trends, e.g. cooperation of children over 3 years, repetitive movements in toddlers, mouthing in babies.

Learning aim B: Understand how a range of play activities and opportunities can support children's learning and development

The meaning of the term 'types of play' as a way of grouping play activities into five broad types according to the particular developmental benefits that they offer: physical; imaginative; sensory; creative; construction.

How physical play supports children's learning and development, including the promotion of physical skills, confidence and social skills.

How imaginative play supports children's development, including the development of: communication and language; social skills; identity through the taking of different roles.

How sensory play supports children's learning and development, including the development of: fine motor skills and hand-eye coordination; exploration of early mathematical concepts of volume and shape; interest in textures and properties of different materials.

How creative play supports children's learning and development, including the development of: fine motor skills and hand-eye coordination; expression and release of emotion.

How construction play supports children's learning and development, including the development of: spatial awareness; hand-eye coordination; curiosity in structures and how things work.

- Encourage learners to reflect on their observations in placement, film clips, their own activities and discussions about play. Ask them in small groups to list as many examples of play as they can think of.
- Give the headings 'physical', 'imaginative', 'sensory', 'creative' and 'construction'. Then ask learners to place each example under the most appropriate heading.

Unit 2: Play and Learning

- Get learners to think about why they have sorted in a particular way and consider whether some play might fit into more than one category.
- For each type of play, ask learners to identify the learning and development that it supports.

Play and learning opportunities for babies and children from birth up to 2 years including: treasure-basket play; heuristic play; adult-initiated games including peek-a-boo and roll a ball.

- Introduce ideas for play for under-2s. Ask learners to work in pairs to plan, collect and bring a treasure basket or objects for heuristic play to the next session. Learners can present their basket or heuristic play objects to their peers, discussing how each item could support children's development.

How play and learning opportunities provide babies and children with opportunities for interaction, exploration and the development of physical skills.

- Ask learners to plan and present ideas for play and learning opportunities to their peers, suggesting the age group each activity is suitable for, and how each will give opportunities for interaction, exploration and development of physical skills.

Play and learning opportunities for children from 2 up to 8 years including: role play; small-world play; painting; mark-making, jigsaw puzzles; play with water, sand and malleable materials.

- Ask learners to plan play and learning opportunities for a day for a particular age group (between 2 and 8 years), to include play opportunities that will target each area of development. They could present their plans to peers on a poster or handout.

Resources that might be used to support different types of play and learning opportunities indoors and outdoors to include: physical play; imaginative play; sensory play; creative play; construction play; treasure-basket play; heuristic play.

- Show two or three resources, discussing how they support different types of play and learning. Ask learners to work independently to produce a 'Resources for play' file, for their own reference, that includes a range of resources that will support play and learning, both indoors and outdoors.
- Encourage learners to organise their file into, for example, types of play and learning opportunities, stages of development, indoors and outdoors. The file can be illustrated with drawings, digital photographs or pictures from magazines or the internet.

The importance of all resources and objects being safe for children to handle.

- Show resources and ask learners to state whether they are safe/unsafe for a given age group, giving reasons.
- Ask learners to produce a safety checklist for staff when planning resources for play and learning opportunities.

The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances in play and learning opportunities.

- Ask learners to plan a social play area, such as a home corner or shop, for children from a range of cultures. They can illustrate/use pictures from early years supplier catalogues and label their plans. Ask learners to present their plans to their peers and justify them in relation to promoting diversity, equality and inclusion.
- Ask learners to feed back their observations of inclusive practice observed during work practice or during visits to early years settings.

Unit 2: Play and Learning**Learning aim C: Understand how theoretical and philosophical approaches to play and learning influence current practice in early years settings**

Definitions of play including definitions of: free-flow play; structured play; the playwork principles.

How these views of play and its role in learning can affect how much adult-directed activity occurs within individual settings.

- Ask learners to work independently to research free-flow play, structured play and playwork principles. Ask them to feed back their findings in small groups and agree a definition for each. Learners can then share their ideas with the whole group and come to a consensus of the most appropriate definition(s) to be displayed in the teaching area.

Theoretical approaches to play and learning including: Piaget; Vygotsky; Bruner; Athey.

- Ask learners to write down something that they have learned recently and the method used. Highlight the benefit of 'hands-on' learning.
- Introduce the constructivist approach to learning, encouraging learners to make links to their own play and learning experiences.
- Discuss the background of each theorist, exploring particular influences. Ask learners to identify similarities and differences between theories.
- Show film clips of adults supporting children in their play and ask learners to identify ways that the theorists may have influenced their practice.

Philosophical approaches to play and learning including: Froebel; the McMillan Sisters; Montessori; Steiner.

- Introduce each philosophical approach with time for whole-group discussion/questions.
- Ask learners to work in smaller groups to identify similarities and differences in approaches, before feeding back their ideas in whole-class discussion.
- Invite a practitioner with experience in a Montessori or Steiner setting to speak to the group.

How theoretical and philosophical approaches to play and learning have influenced provision for outdoor play, adult interaction during play and the use of natural materials in early years settings.

- Ask learners to create a table listing four theoretical/philosophical approaches to play and, using the headings 'Outdoor play', 'Adult interaction' and 'Use of natural materials', identify the influence on provision of each approach.

Other approaches to play and learning including: Reggio Emilia; HighScope; Forest Schools; the New Zealand Te Whāriki.

- Introduce each approach. Divide learners into four groups, each researching one approach. Ask learners to produce a plan for one day, following the curriculum of their chosen approach, and to present their information to their peers.

How other approaches to play and learning have influenced practice in observing and planning play, using the outdoors and seeing the child as a competent learner.

- Organise learners into four groups, each group researching one approach: Reggio Emilia, HighScope, Forest Schools or Te Whāriki. Learners present their research describing how their chosen approach has influenced practice in observing and planning play, using the outdoors and seeing the child as a competent learner.

Early years curricula/framework.

- As part of their independent study, ask learners to find out the curricula/framework for their own setting, if they have one, and to obtain curriculum planning for a group of children in their setting for one week.

Unit 2: Play and Learning

- Ask learners to examine the curricula/framework and identify the extent to which play has been incorporated into the planning.

Learning aim D: Understand early years professionals' involvement in children's purposeful play opportunities, activities and learning

Benefits to babies' and children's development of adult involvement in play and learning activities and opportunities, to include: the building of supportive relationships; extending children's physical communication and social skills; the acquisition of higher-level thinking skills.

- Revisit the film clip used in learning aim C of adults supporting children at play. Give out sticky notes and ask learners to write two benefits for children of adult involvement. Discuss each point and display learners' ideas.

Skills that early years professionals need to use with babies and children in child-initiated and adult-initiated play and learning activities and opportunities, to include: building on children's play interests; modelling new skills; sensitive interactions; recognising learning potential of spontaneous or unplanned events.

- Review learners' understanding of free play and structured play. Then ask them to work in groups to discuss the role of the early years professional in supporting play and learning activities and opportunities, and to write down their ideas on a large planning sheet.
- Lead whole-group discussion exploring the differences learners perceive in the role of the early years professional in child-initiated and adult-initiated play and learning activities and opportunities.
- Ask learners to return to their groups to identify the skills that would be necessary for early years professionals to provide for and initiate play, adding their information to the planning sheet. Check that learners have explored the skills listed in the content above.

Skills that early years professionals need to use to engage babies and children in adult-directed play and learning activities, including: encouraging participation; playfulness; having a flexible approach; awareness of children's interests and needs; supporting children's group learning and socialisation.

- Lead discussion on the definition of adult-directed play, asking learners to give examples of 'adult initiated' and 'adult directed' in order to check their understanding.
- Provide an example learning plan for an adult-directed activity. Ask learners to work in a group to discuss the skills needed to promote the play and learning. Check that learners have explored the skills listed in the content above.

How to encourage children to participate and ensure a balance between adult-led and child-initiated activities.

- Lead discussion on the importance of balancing approaches, referring to the approaches covered in learning aim C.
- Ask learners to plan activities for a morning in a nursery that show a balance of adult-led and child-initiated activities.

How to support children's group learning and socialisation in play and learning activities.

- Show film clips of early years professionals supporting children and ask learners to identify the skills used to promote group learning and socialisation.

How to recognise children's individual needs appropriate to their age/stage of development, to include: gaining information from a range of sources; identifying play interests, strengths and specific needs.

Learning aim D: Understand early years professionals' involvement in children's purposeful play opportunities, activities and learning

- Ask learners to work in groups to discuss the different ways that early years professionals can learn about the needs of individual children.

How to respond to children's individual needs to include gaining information from a range of sources, identifying play interests, strengths and specific needs (such as adapting activities, using additional resources, following advice from other professionals).

- Ask learners to plan a play activity for a small group of children who are known to them, identifying each child's needs and ways in which they will meet these needs. Their plans should refer to resources, provision of support, any adaptations and ways of meeting communication needs. Learners should then carry out this plan in their placement. Ask learners to give feedback on their activity, including ways in which they responded to children's needs.

The role of the early years professional in keeping children safe while also allowing children to explore, to include ongoing risk assessment, supervision, advising children.

- Use class discussion to introduce the balance between the role of the adult to keep children safe and the importance of allowing children to explore, and how this balance is achieved in early years settings.
- Ask learners to complete an outline risk assessment for an activity that they have planned. The risk assessment should include what supervision and advice they would give to the children.

The role of early years professionals in developing and extending children's learning and thinking, including sustained shared thinking.

- Ask learners to observe two children participating in different types of play in their placement or shown on a film clip. Ask them to record how the play activity is: a) extending their learning; and b): developing sustained shared thinking.
- Ask learners to follow up their observations by making suggestions on how to further extend the learning and thinking.

The role of early years professionals in helping children to develop positive attitudes through play, to include helping children to value and respect others, developing an awareness of similarities and differences, and modelling behaviour.

- Ask learners to produce a poster that gives advice to new learners on ways to help children develop positive attitudes through play, to include the content above.

Ensuring provision for play and learning is inclusive.

- Ask learners to jot down what they understand by inclusive practice, then discuss and agree a working definition with the whole group.
- Lead a discussion on examples of good practice, including celebrating diversity, that learners have witnessed in their placement or during visits to an early years setting.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 1: Child Development*
- *Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs*
- *Unit 21: Supporting Children's Imaginative Play*
- *Unit 23: Supporting Children's Creativity*
- *Unit 25: Promoting Children's Development Outdoors*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Set up and maintain interesting and attractive areas/activities: 28–40
- Support children's learning in areas/activities: 41–56
- Support outdoor play and learning: 57–60
- Prepare for play and learning with children aged from birth up to 1 year, 11 months: 72–75
- Support play and learning with children aged from birth up to 2 years: 76–78

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Pound, L. and Hughes, C., *How Children Learn: From Montessori to Vygotsky – Educational Theories and Approaches Made Easy*, Step Forward Publishing, 2005 (ISBN 978-1-904575-09-2)

This book is appropriate for level 3 learners. It is a good introduction to philosophical and theoretical approaches to learning, including all those identified in the content of this unit.

Tassoni, P., *Penny Tassoni's Practical EYFS Handbook* (2nd edition), Pearson, 2012 (ISBN 978-0-435077-78-5)

This book shows how play can be linked to the EYFS in England. A really useful book with lots of ideas for play and learning activities and how these are linked to development for children 0–5 years.

Tassoni, P., Baker, B. and Squire, G. (ed.), *BTEC National Children's Play, Learning and Development Student Book 1*, Pearson Education, 2014 (ISBN 978-1-447970-96-5)

This title provides practical examples of underpinning theories, tasks to help learners prepare for assignments and for external assessment, and guidance on how to aim for the highest grades.

Journals

Early Years Educator (www.earlyyearseducator.co.uk)

Nursery World (www.nurseryworld.co.uk)

These two journals contain articles about approaches to play and provide ideas for play activities that are usually linked to the curriculum.

Videos

Siren Films (sirenfilms.co.uk)

DVDs with commentary illustrating aspects of children's play, learning and development.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.skillsactive.com

The Playwork Principles can be found here.

Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs

Delivery guidance

Learning aim A covers basic physical needs children have in order to maintain health and wellbeing, with reference to Maslow's Hierarchy of Needs. Learners explore the importance of a balanced diet, exercise and rest in keeping children healthy. Learners will consider the changing needs of children as they grow, from birth to 8 years. They will also consider ways in which physical development impacts on all other areas of development, including cognitive and language.

In learning aim B learners consider ways in which early years professionals can support children's physical development through indoor and outdoor play activities, and the importance of this to children's holistic development. Learners will record observations appropriately and understand the importance of this for identifying children's abilities and needs or signs of developmental delay. Link to *Unit 1: Child Development* here so that, when selecting safe resources and planning activities, learners focus on what is appropriate for the children's stage of development rather than their age. This will lead to discussions around the balance between providing children with challenges to promote further development and managing risk.

In learning aim C learners consider physical care routines and ways to meet a child's physical care needs. In preparation for work in early years settings, they need to know how to provide for the physical care needs of individual children. Learners must view the child in the context of the family and understand how the key person approach ensures that their time in the early years setting is an extension of the routines and care needs that have been established at home. Learners must understand that physical care is not about doing everything for the child but about supporting them to become independent or 'empowered', for instance by encouraging them to wash, clean their teeth or use the toilet, or to make choices about food.

In learning aim D1 learners will find out how to recognise and respond when children are unwell. Children frequently get ill but usually with common illnesses. It is important, however, that learners can recognise signs that require urgent attention. Once they feel confident in this, learners need to know what action to take in different situations. Learners must familiarise themselves with health policies and procedures from an early years setting, including those relating to infection control, exclusion periods, recording and reporting documents, and processes for the administration of medicines. These should be obtained from learners' own settings if they are in work placement.

In learning aim D2, learners think about their interaction with parents and carers and the role of the early years professional in supporting children with ongoing health conditions. Knowing about common long-term conditions such as asthma, eczema and diabetes will help learners to understand the difficulties that children face and the best ways to support and include them. For each condition, learners will investigate possible triggers or causes, ways it affects the child, and ways to reduce the impact.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs

Introduction

You could introduce this unit by asking learners to plan a day for a group of 2 to 3-year-old children. Their planning can be used to initiate discussion. For instance, have they thought about the children's need for rest and sleep, and have they included physical care activities?

Learning aim A: Understand the physical needs of children for their development and health

Why it is important that children's basic needs are met in order to support their development and for their health and wellbeing.

- In small groups, ask learners to discuss and list children's physical and health needs. Ask them to feed back ideas to the whole class so that the groups can add any needs that they had not thought of to their own lists. Working in the same groups, ask learners to prioritise their list of needs. Suggest that they use a diamond shape to organise their ideas if they feel that some needs are of equal importance.

How children's basic needs must be met before they can benefit from social and learning experiences in settings, reflecting Maslow's Hierarchy of Needs model.

- Give learners a handout showing Maslow's Hierarchy of Needs model and ask them to relate their own information to this. Follow this up with a whole-class discussion.

The importance of meeting children's physical needs for development and health to include:

- the need for a nutritious diet for optimum health, which includes a balance of protein, carbohydrates, fats, minerals and vitamins in order to support exercise, growth and development
- the role of sleep including its role in growth and repair, reducing the risk of obesity, for memory and concentration, and for providing a sense of wellbeing
- the importance of exercise including practice of physical skills, the development of confidence and lifelong health benefits.
- Whole-class teaching could be used to introduce each aspect of a child's physical needs: a nutritious diet, rest and sleep, and exercise.
- Invite a dietitian or health visitor to speak to learners about the importance of a healthy diet and the impact this has on children's all-round development.
- Give learners a copy of the 'eatwell plate' (available from the Food Standards Agency) and ask them to design a meal for a child aged 3 years, justifying their food choices, including for instance the effects on health, skin and bones, and for energy needs.
- Introduce the importance of rest and sleep and how needs change from birth to 8 years of age.
- Ask learners to undertake independent research by observing the ways that children exercise over the course of a day and discussing with colleagues the benefits for children.
- Consolidate information for the two previous criteria by asking learners to work in small groups to research one of the following (ensuring each one is covered):
 - a balanced diet for optimum health
 - rest and sleep for growth, health and wellbeing
 - the importance of exercise for health, including practice of physical skills.

Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs

- Ask learners to present their information to their peers using a method of their own choice.

Why good health and wellbeing are important for the growth and holistic development of babies and children.

- Reflect on what learners have learned in *Unit 1: Child Development*, reminding them of the areas of development.

How health impacts on growth and development, as children who are unwell may have fewer opportunities to play, learn and socialise with others.

- Give learners a handout showing an outline of a child. Ask them to annotate this with information about the importance of good health and wellbeing and the impact of health on the child's all-round development. Ask them also to consider the limitations that children with poor health might experience.

Learning aim B: Understand the role of the early years professional in supporting children's physical development

The importance of observation in supporting children's physical development to include: identifying children's interests; stage of development; specific needs.

- Show film clips of children taking part in physical activity, including use of fine motor, gross motor and coordination skills. Ask learners to identify the physical skills they are using and the age/stage of development.
- Give learners a case study that describes the physical abilities and interests of three children at different ages/stages. Include examples where children have not reached their expected stage. Ask learners to suggest a physical activity to further promote each child's development.

The importance of supporting children's physical development to children's holistic development, including wellbeing, confidence, spatial awareness and problem solving.

- Ask learners to produce a poster or presentation for early years professionals that outlines the importance of supporting different aspects of physical development, with links to holistic development including wellbeing, confidence, spatial awareness and problem solving.

How to select appropriate and safe resources and activities, including those to encourage: fine and large muscle development; hand-foot coordination; fine motor development; hand-eye coordination.

- Bring in a resource or piece of equipment that would encourage fine or large muscle development. Explain which stage of development it would be appropriate for, how it could be used to encourage an aspect of physical development, and any benefits etc.
- Ask learners to work in groups to research resources and activities for all aspects of children's physical development at different ages/stages. Ask groups to present their findings, justifying their choices and stating why each resource is safe.

Approaches to providing children with appropriate physical challenges and helping them to learn to understand risk, to include: risk assessment; supervision; discussions with children and boundary setting.

- Ask learners to produce a risk assessment, including guidelines for supervision, for one activity that they have planned in a previous activity.
- Show film clips of children involved in outdoor play, such as climbing or ride-on toys. Ask learners to identify the ways in which children have been challenged.
- Ask learners to discuss and feed back on how they would introduce a selected activity to children and the boundaries that should be set.

Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs

The importance of managing risk when children are involved in physical activities in order that potential learning opportunities are not stifled.

- Using information from the film clips used previously, ask learners to identify what adults would have taken into consideration when managing risk.
- Give learners controversial statements to stimulate discussion, e.g. 'Children should have no restrictions when playing outdoors' or 'Children under 3 should not be allowed to climb'. Get learners to think about:
 - how risks may be different for children at different stages of development
 - the fact that all physical activities carry some risk
 - ways in which risks can be minimised
 - how learning opportunities may be stifled.

Ways to use the indoor and outdoor environment to support physical development, to cover a range of skills, including using activities and resources that can be used both indoors and outdoors, ensuring there is enough space for children to move freely.

- Ask learners to work in groups to plan an outdoor and indoor activity for groups of children of average physical ability aged 3 years. Ask them to present their ideas, stating ways in which each activity would support physical development.

How to ensure inclusive provision, including gaining information about children's physical development, individual needs and interests from a range of sources.

- Ask learners to work in pairs to list all the sources of information about a child's physical development. List the sources as the learners feed back their information.
- Remind learners of the importance and role of observation, as covered at the beginning of this learning aim.

Ways that settings can work to ensure that children with additional needs have their particular needs met, to include planning for full participation, adapting activities, equipment, resources or environments, and providing adult support to ensure inclusive engagement.

- Give each learner a case study of a 3-year-old child who has additional physical needs or a disability, also describing the child's interests. Ask them to work in groups to look back at their activity planning and suggest ways in which they could ensure that each child is included in the activities. Prompt your learners to think about how they could adapt the activities, use additional or alternative resources or equipment, and give support to the children.
- Learners who are in placement could plan, implement and review one indoor and one outdoor activity with a group of children. They should provide information on how they have ensured that all children are included.

Learning aim C: Be able to meet a child's physical care needs

The importance of routines that respect and empower children in order to reduce anxiety and encourage independence, to include toileting and nappy changing.

How to respect and empower children while meeting their physical needs, including: use of a key person approach; involving children; sensitive and warm communications.

- Give learners a pre-prepared worksheet with three columns. Ask them to list four routines in the left-hand column. In the second column, ask them to write how they will show respect while supporting children with the routine. In the last column, ask them to suggest ways to empower children when carrying out the routine. Discuss the importance for children of respect and empowerment in routines and the key person approach.

Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs

- How to work with parents to provide for individual needs, including children with additional needs, those who have ongoing health conditions and special dietary needs, by adapting routines and providing support.
- Invite an early years practitioner to discuss how the staff at a setting work with parents to ensure they meet children's individual needs, to include health conditions, special dietary needs, how routines might be adapted and providing ongoing support.

The role of the key person in planning physical care, including listening to parents to ensure continuity with home, and exchanging and recording information about children's physical care needs.

- Ask learners to research the role of the key person, including carrying out interviews during their work placement. Discuss ways in which the key person gathers and records information.
- Ask learners to produce an information sheet for parents of children in a nursery on the subject of the key person approach.

How to ensure health and safety in provision of physical care, including infection control.

- Ask learners to suggest physical care routines that happen in an early years setting, then select one routine and work in pairs to produce a poster or presentation on procedures that must be followed for infection control.

The role of the early years professional in supporting children and families to make healthy lifestyle choices.

- Use role play to get your learners to think about ways to support children and parents to make healthy choices.
- Ask learners to reflect on the role play and identify good practice.

How early years professionals can use everyday care routines as learning and development opportunities for children, including nappy changing and mealtimes, including:

- *encouraging children to practise skills*
- *interacting with children*
- *drawing children's attention to concepts*
- *promoting healthy lifestyles.*
- Ask learners to work in groups to identify ways in which they could interact with children during a) mealtimes and b) nappy changing to encourage learning and development. Challenge your learners to think about how they could interact with children to encourage them to practise skills, draw children's attention to concepts, and promote a healthy lifestyle.
- Ask learners to undertake independent research and produce two reflective accounts of care routines, outlining how they or an early years professional have used the care routine as an opportunity for promoting children's learning and development.

Other care routines, including: sleep routines; use of comfort objects; preventing sudden infant death syndrome; sun protection for skin.

- Ask learners to work in groups to research current advice on preventing sudden infant death syndrome.
- Give learners copies of settings' procedures for the provision of rest and sleep for babies and young children. Discuss the extent to which the procedures meet the needs of the children and ensure their safety.
- Give learners pictures of children at different ages and with different skin types, then ask them to research how each child's skin can be protected. Discuss how the protection of children's skin is managed in early years settings.

Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs

How to support children's progression out of nappies, including: identifying signs of interest and physical readiness; working closely with parents; creating a relaxed approach.

- Invite a parent with a toddler to discuss how they worked with the early years setting to support the child at each stage of their progression out of nappies.
- Ask learners to produce information on ways to support children out of nappies using a method of their own choice, e.g. a video, cartoon strip or poster.

Learning aim D1: Know how to recognise and respond to children who are unwell

The signs of illness, including: rapid/difficulty with breathing; raised temperature; vomiting, diarrhoea; rash; pallor; cough; runny nose; sneezing; refusing food; change in behaviour.

- Ask learners to work in pairs to list physical and behavioural signs that indicate children are ill.

How to recognise symptoms that require urgent attention, to include: breathing difficulty; altered consciousness level; a rash that does not fade on applying pressure.

- Give learners an illustration or 'outline' of a young child and ask them to annotate it, noting signs and symptoms that would require urgent attention.

The procedures for reporting and recording illness in children, including: the need to follow a setting's reporting procedures; accuracy of reporting.

- Give learners an exemplar health policy or ask them to obtain and bring in a policy from their own early years setting. (The policy should include information reporting.)
- Ask learners to produce a flow chart that shows the process for reporting and recording illnesses in children, also identifying roles and responsibilities.
- Ask learners to use ICT to design a one-page document that could be used to record information when a child is ill. Ask them to feed back the information they think should be included in the record. List essential information on a whiteboard and ask learners to review their own record sheet and, if necessary, to make amendments.

How and when parents are informed about illness, including: the need to follow a setting's reporting procedures; clarity of communications.

- Ask learners to add information to their flow chart to show how and when parents are informed.

How to support children who are unwell, to include: providing comfort and reassurance; providing a comfort object; staying with the child.

- Use a case study that describes a situation in which a child is ill (but not requiring urgent attention) and ask learners to describe what they should say and do. Get them to justify each of their actions, for instance why fluids should be given.

Precautions to prevent the spread of infection if children are unwell, including: isolation of child; infection control procedures; ventilation; applying exclusion periods for infectious diseases; reporting communicable diseases.

The policy and procedures of the setting for giving medicines, including maintaining accurate records and informing parents/carers.

- Ask learners to carry out research using the Public Health England website to identify exclusion periods for infectious disease and notifiable diseases and reporting regulations, then produce a chart for reference.
- Ask learners to produce best practice guidance for staff working in an early years setting on infection control procedures to use when dealing with children who are ill.

Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs

- Give learners a copy of a policy for giving medicines (or ask them to bring a policy from their own setting). Ask them to read through the policy and annotate each section, stating why it is an essential part of the policy, for instance why one person is responsible for giving medicines and why medicines must be correctly labelled. Discuss ideas with learners, getting them to identify the possible consequences for children and staff of not following the policy.

Learning aim D2: Understand the role of the early years professional in supporting children with ongoing health conditions

The importance of partnership working with parents and carers to meet children's individual needs in order that their health needs can be met.

- Use role play to get your learners to think about support for children from the parents' point of view.
- Invite a parent of a child with a long-term health condition to speak to learners about the importance of being included in decisions about their children.

The importance of keeping accurate and coherent records of medication requirements.

- Lead discussion on the types of medication that children may need for short- and long-term illnesses and conditions.
- Ask learners to discuss the possible consequences of not keeping accurate and coherent records.

How to ensure inclusive provision, including: the need for sensitivity to avoid children feeling 'different'; adapting routines; being aware of individual children's physical and emotional needs.

- Ask learners to consider the importance of inclusive provision for children with health conditions.
- Ask learners to work in groups to analyse case studies of children with health conditions and suggest ways in which they can ensure inclusive provision for them.

How to meet the needs of children with asthma to include: knowing the child's triggers and how to avoid them; use of an inhaler if an attack occurs; how to support the child.

How to meet the needs of children with eczema to include: knowing the child's irritants and how to avoid them; supporting a child who has a flare-up; reducing the risk of infection.

How to meet the needs of children with diabetes, including: how to balance diet and exercise to prevent hypoglycaemia; knowing the signs of hypoglycaemia in a child; knowing how to respond to the signs of hypoglycaemia in a child.

- Give learners an overview of each health condition.
- Divide learners into at least three groups (depending on numbers). Ask groups to research one long-term condition each and present information to peers. Remind learners to find information relating to the content of the unit for each condition.
- Invite a health visitor or paediatric nurse to speak to learners about each health condition.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 1: Child Development*
- *Unit 4: Health and Safety in Early Years Settings*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills listed in Form CPLD 1 in the Practical Evidence Portfolio:

- Effective relationships with children: 4
- Provision of a safe and stimulating environment: 10, 11, 15
- Set up and maintain interesting and attractive areas/activities: 40
- Support children's learning in areas/activities: 56
- Support outdoor play and learning: 57–60

Learners must record evidence for criterion 3C.P4 on Form CPLD 2 in the Practical Evidence Portfolio, together with their comments and reflections on their strengths and areas for improvement.

Resources

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Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Cooper, L. and Doherty, J., *Physical Development (Supporting Development in the Early Years Foundation Stage)*, Continuum, 2010 (ISBN 978-1-441192-44-8)
This book is written for learners and professionals and provides a holistic approach to physical development, including principles of good practice. Although the book focuses on supporting physical development in the Early Years Foundation Stage, it includes support for children up to 7 years of age.

Tassoni, P., *Penny Tassoni's Continued Success with the EYFS*, Heinemann, 2010 (ISBN 978-0-435032-59-3)
This practical book contains a wide range of stimulating activities that are directly linked to the EYFS. It will support your learners to plan activities that challenge babies and children and promote their physical skills. A DVD showing children at play is included with this book.

Tassoni, P., Baker, B. and Squire, G. (ed.), *BTEC National Children's Play, Learning and Development Student Book 1*, Pearson Education, 2014 (ISBN 978-1-447970-96-5)
This textbook has been written to support the teaching of the Pearson BTEC Nationals in Children's Play, Learning and Development. It contains lots of activity ideas, definitions for key terms/terminology and key information. It will be available in 2014.

Journals

Early Years Educator (www.earlyyearseducator.co.uk)

Includes ideas for activities that support physical development.

Nursery World (www.nurseryworld.co.uk)

Contains articles about approaches to supporting physical development and providing physical care, and articles on childhood illness.

Videos

Siren Films (sirenfilms.co.uk)

DVDs of children at different stages of play and taking part in outdoor play.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.asthma.org.uk/

Information on asthma in children including causes, symptoms and treatment.

www.diabetes.org.uk

Information on diabetes in children including causes, symptoms and treatment.

www.food.gov.uk

Information on balanced diets and nutrition.

www.gov.uk/government/organisations/public-health-england

Includes a wide range of health information, including SIDS, common and more-serious illnesses in children, and causes, symptoms and treatments for long-term illnesses including asthma, eczema and diabetes.

www.nhs.uk

Information on notifiable diseases and exclusion periods.

Unit 4: Health and Safety in Early Years Settings

Delivery guidance

For learning aim A, learners need to understand that babies and young children are extremely susceptible to infection, meaning that those working in early years settings must be particularly vigilant in following procedures to prevent and control infection. Learners need to know about the legislation, regulations and guidance that apply to infection prevention and control. This is subject to change so it is important that information is current. Learners should be introduced to the main ways that infection can spread: direct contact, indirect contact, airborne transition, and insects or other pests. Once they understand how infection can spread they can explore ways to prevent it, including cleaning routines, how to handle bodily fluids and how to deal with waste, as well as the use of protective clothing such as gloves and aprons. One of the main ways that infection is spread is through hands, so spend some time on effective hand-washing routines.

In learning aim B, learners investigate the types of injury that have been sustained by children in early years settings, including home-based care. Once they have identified common injuries, they can explore ways in which they can be avoided by minimising risks in the use of equipment and resources. Learners should reflect on what is appropriate for children, relating not only to their age but also to their stage of development. Learners should be encouraged to carry out research in their own setting. They will need to obtain policies and, if possible, look at information that is available in genuine accident books (with due regard to confidentiality). This can lead to an understanding of the role of risk assessment and the importance of recording and reporting hazards in indoor and outdoor areas. Learners need to know current legislation, regulations and guidance in relation to all aspects of health and safety in an early years setting, and understand how these underpin policies in their own setting. In the final section of this learning aim, learners should be supported to apply their understanding to the role of an early years professional in keeping children safe and secure.

Having been introduced to the concept of identifying hazards and ways to reduce risks, in learning aim C learners are introduced to the formal process of carrying out and recording a risk assessment. They will need lots of opportunities to practise carrying out risks assessments in different situations.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 4: Health and Safety in Early Years Settings

Introduction

Learners could work in groups to discuss injuries that they have sustained. Ask them to think about why the injury happened and what they or others could have done to prevent it from occurring.

Learning aim A: Understand prevention and control of infection in early years settings

The importance of infection prevention and control in early years settings.

- Give out sticky notes and ask each learner to write down one reason why infection prevention and control is important. Collect these in and read out each idea. Ensure that learners understand they have a duty to keep children safe, as well as a duty towards colleagues, visitors and themselves.

How infection may be spread in early years settings.

- Use film clips to show how easily infection can spread. Follow up with discussion about what was happening in the film, prompting learners to think about any good practice and where it might be improved.

Common childhood infections and how they are spread.

- Ask learners to research the common childhood infections and produce a table listing the infections and describing how each one is spread.

Current legislation, regulations and guidance, relevant to home country, that apply to infection prevention and control in early years settings.

- Give learners an exemplar health and safety policy from an early years setting. Ask them to highlight sections that apply to infection control.
- Provide learners with a summary of key legislation and statutory guidance in the EYFS relating to infection prevention for home country and ask learners to link legislation with policy.
- Ask learners to undertake independent research into policies and procedures in their own setting.

Infection prevention and control procedures to reduce/eliminate source and transmission of infection in early years settings, including: hand-washing routines for adults and children; use of disposable gloves, disposable plastic aprons; safe handling and disposal of waste; management of spillages of blood and bodily fluids; decontamination/cleaning of environment, equipment and toys; food and kitchen hygiene.

- Get learners to use UV gel and then wash their hands. Use a UV light to show areas of the hands where the gel remains, showing areas 'missed' during washing. Discuss the process for effective hand washing.
- Use a film clip to consolidate effective procedures for hand washing.
- Ask learners to plan a 'hand-washing activity' for children or to produce a poster as a reminder to children about how and when to wash their hands.
- Ask learners to undertake independent research using digital photography to capture images of resources and equipment used in infection control. Ask them to outline the purpose of each resource or piece of equipment next to its image.

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- Ask learners to produce their own video or sketch to get across the importance of infection control relating to one aspect of practice, ensuring that all aspects of the content are covered. Suggest that they make their work humorous, showing 'what not to do'. Learners can present their work to their peers. Encourage the 'audience' to give feedback on the effectiveness of the procedures highlighted.

The immunisation programme for children and its role in infection control.

- Invite an early years professional, such as a health visitor, school nurse or family support worker, to speak about the immunisation programme.
- Ask learners to produce a leaflet for new parents that outlines the immunisation programme.

The importance of maintaining accurate records and reports, including: risk assessments, immunisation records, outbreaks of infection.

- Provide learners with examples of documentation used for recording information listed in the unit content.
- Ask learners to discuss the purpose and importance of each piece of documentation and the consequences of not keeping accurate records. Then feed back discussions to the whole group.

Learning aim B: Understand how to keep children safe and secure in early years settings

Common types of injuries to children of different ages, including burns, scalds, cuts, poisoning, injuries from falls.

- Ask learners to work in pairs and, using a large planning sheet, to identify the common injuries that may happen to children. Then ask them to organise the information to show which injuries are more common to children at different ages.

How injuries might be avoided in both group care and home-based care, to include understanding children's capabilities at different ages and stages of development.

- Ask learners to work in the same pairs as in the previous activity to highlight injuries that may be more common to group care or to home-based care (also linking to age group/stage of development).

The importance of recognising and reporting hazards in the indoor environment, including home settings.

- Organise learners into small buzz groups to list the hazards that exist in indoor early years and home settings.
- Ask learners to undertake independent research to carry out an assessment in relation to:
 - a) the layout and the activities that take place in an early years setting, suggesting ways that injuries can be avoided
 - b) their own home, noting the changes/adaptations that would be required if it were used for childcare.

The importance of recognising and reporting hazards in the outdoors environment, including play areas or outings.

- Ask learners to carry out independent research about potential hazards in a children's playground and report their findings to the group.

The role of risk assessment in identifying hazards, evaluating risk and deciding on precautions.

- Lead discussion to find out what learners understand by the words 'hazard', 'risk' and 'precaution'. Write a definition for each word on a whiteboard or flipchart for reference. Ask learners to suggest reasons why it is important to carry out risk assessments, listing their answers on the whiteboard or flipchart.

Unit 4: Health and Safety in Early Years Settings

- Ask learners to carry out a risk assessment in an early years setting or home setting. Then ask them to share the outcomes of their risk assessments and discuss the importance of checking outdoor areas before children go out to play.

Equipment and resources that can be used to minimise hazards.

- Bring in catalogues of equipment/resources for early years settings. Ask learners to cut out pictures and use them to illustrate what should be purchased by a setting to minimise hazards. Ask them to comment on each resource of piece of equipment, stating how it should be used and how it can reduce the risk of injury.

Current legislation, regulations and guidance, relevant to home country, that apply to safety and security in early years settings, including staff ratios, accident reporting, emergency evacuation, outings, steps to prevent access by unauthorised persons.

- Provide a summary of key health and safety legislation and requirements, and Section 3 of the EYFS relating to safeguarding and welfare.
- Ask learners to produce a poster outlining staff ratios, accident reporting, emergency evacuation, outings and steps to prevent access by unauthorised persons for an early years setting.

Policies and procedures of the setting, including for: evacuation of the premises; reporting accidents and injuries; actions to take when children are missing from the setting; preventing accidents and incidents when taking children on outings.

- Ask learners to undertake independent research on:
 - policies and procedures for reporting accidents and injuries
 - actions to take when a child goes missing
 - policies and procedures for taking children on outings.
- Ask them to produce a flow chart for each topic, showing the procedures that should be followed.

The role of early years professionals in keeping children safe and secure to include:

- *making sure there is adequate supervision*
- *keeping up-to-date registers*
- *role-modelling safe behaviour*
- *selecting resources and equipment appropriate to children's age/stage of development*
- *understanding the principles of first aid in response to an accident*
- *knowing how to carry out an emergency evacuation*
- *knowing how and when to call for emergency help in medical and fire emergencies*
- *staying calm and reassuring children.*
- Organise learners into three groups and ask each group to research one of the following aspects of the early years professional role: a) supervision and keeping registers; b) role modelling safe behaviour; c) resources and equipment appropriate to the child's age/stage of understanding; d) the principles of first aid, carrying out emergency evacuation and calling for emergency help, and staying calm and reassuring children.
- Ask learners to present their information to their peers.

Maintaining accurate and coherent records and reports in line with the policies and procedures of the early years setting and regulatory body.

- Ask learners to design an accident/incident report form and then discuss the information their form requires and why that information is important.

Unit 4: Health and Safety in Early Years Settings

- Give learners exemplar record and report templates, then lead discussion on the purpose of each one and the importance of each section of the report.
- Provide case studies and ask learners to complete a report based on them. Follow up by sharing the completed reports and giving feedback on the accuracy and coherence of the information.

Learning aim C: Be able to assess health and safety risks in early years settings

The risk assessment process, including: identifying hazards; deciding who may be harmed and how; evaluating the risk; deciding on precautions; recording findings accurately and coherently and implementing them; reviewing assessment and updating it.

- Give learners an exemplar risk assessment. Explain each step in the process including identifying a hazard, who may be harmed and how, the risk and the precautions to take. Follow up by giving an example of a hazard in the room where learners are working, e.g. a bag left on the floor or an open window. Ask learners to identify who might be harmed and the risks.
- Lead discussion on the importance of recording the risk assessment accurately and of reviewing and updating it.

How to assess infection and safety risks, including: in indoor and outdoor play and learning experiences; in personal care routines; in provision of food; in cleaning and maintaining the environment, equipment and toys; when taking children on outings from the setting; recording findings accurately and coherently.

- Ask learners to carry out a risk assessment for their own setting for each of the situations in the content, relating to an indoor and an outdoor play activity or experience, a personal care routine, the provision of food, an activity related to cleaning and maintaining the environment, equipment and toys, and taking children on an outing.
- Ask learners to present, using a method of their choice, one of their risk assessments and explain each part of the process to their peers.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills listed in Form CPLD 1 in the Practical Evidence Portfolio:

- Provision of a safe and stimulating environment: 8–11

Learners must record evidence for criteria 3C.P6 and 3C.M3 on Form CPLD 2 in the Practical Evidence Portfolio, together with their comments and reflections on their strengths and areas for improvement.

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Cole, P., *Keep it Clean and Healthy: Infection control guidance for those working in Childcare* (4th edition), Pat Cole, 2010

This booklet provides an excellent overview of how infection is spread and the controls that need to be put into place in a range of early years settings. It can be accessed online at www.harhealthpromotion.co.uk/hastings/database/20.06.002.pdf

Parker, L., *The Early Years Health and Safety Handbook* (2nd edition), Routledge, 2012 (ISBN 978-0-415675-32-1)

This book includes chapters on planning safe indoor and outdoor environments, common accidents, carrying out risk assessments and preparing for trips.

Tassoni, P., Baker, B. and Squire, G. (ed.), *BTEC National Children's Play, Learning and Development Student Book 1*, Pearson Education, 2014 (ISBN 978-1-447970-96-5)

This textbook has been written to support the teaching of the Pearson BTEC Nationals in Children's Play, Learning and Development. It contains lots of activity ideas, definitions for key terms/terminology and key information. It will be available in 2014.

Journals

Nursery World (www.nurseryworld.co.uk)

Contains articles about health and safety.

Websites

www.gov.uk/government/organisations/public-health-england

Public Health England provides support and advice about health and safety issues.

www.highfield.co.uk

Highfield provide training materials – e.g. booklets, PowerPoint® presentations, posters and games – on a range of health and safety issues. These are general rather than focusing on the specific needs of early years settings but some topics, such as washing hands, infection control and food safety, are appropriate.

www.hse.gov.uk

The Health and Safety Executive provides advice and information on safety in the workplace, including current legislation and statutory guidance and the process of risk assessment.

www.ofsted.gov.uk

You can download a factsheet for requirements for risk assessment from Ofsted.

www.rosipa.com

The website of the Royal Society for the Prevention of Accidents includes information on the types of accident that happen to children and ways to prevent them.

www.safekids.co.uk

Advice for people who work with children, in settings or in their own home, on keeping them safe. It gives information about equipment and resources for preventing accidents.

www.tes.co.uk

You can download a generic policy for EYFS risk assessment from the TES website.

Unit 5: Working with Parents and Others in Early Years

Delivery guidance

Learning aim A1 introduces the legal rights and responsibilities of parents underpinned by the Children Act 1989, which introduced 'parental responsibility'. This Act was amended by the Children and Families Bill 2013. Learners explore the relationship that parents build with their children and factors that may influence this, including the parents' or carers' own upbringing, health, experiences, traditions and socio-economic status. Different parenting styles could be explored, including research undertaken by Diana Baumrind, which identified three distinct styles: authoritarian, authoritative and permissive. Learners should also be introduced to the Effective Provision of Pre-school Education Project (EPPE) to consider the importance of this long-term research into the influences of children's family backgrounds. Learners must consider, where approaches in a setting may differ from that of a parent or carer, how these differences may impact on the confidence of the parent and/or carer and their relationship with early years professionals.

Learning aim A2 introduces skills that learners need to work effectively with parents and/or carers. Learners on work placement may observe that relationships and attachment between parents/carers and children affects choices and behaviours, and that these may differ from the views and opinions of early years workers. It is essential that learners develop communication skills that will help them to build trusting partnerships. Learners in placement may not have opportunities to communicate with parents, so role play should form part of your teaching strategies for this learning aim. During role play, encourage learners to consider each interaction from the parent's point of view, including concerns about confidentiality. Draw on learners' understanding of factors that affect parenting from learning aim A1 when looking at how parents participate, including 'hard to reach' parents. Learners may feel that when they are qualified they should be able to give advice, but they need to know when to direct parents to other services and the consequences of not doing so. Learners' attention should be drawn to the need for respect for children, families, colleagues and others, and the importance of challenging discriminatory behaviour.

Learning aim B introduces the professional responsibilities of early years professionals to work cooperatively while adhering to policies and procedures. Learners are also introduced to the roles of colleagues with particular responsibilities in the setting, such as the SENCO and key person with whom they will be working. Learners also require a good knowledge of the range of services, and the roles and responsibilities of professionals, who are not based in their setting but with whom they may need to work. Learners must research roles that support families with different types of need so that they can direct families to appropriate support. Although the content separates these professional roles into different categories – social, health and educational – learners must understand that children and their families may have complex needs requiring support from professionals from different sectors. Learners must understand that early years professionals may need to share information. They must be taught what is confidential information, how to seek parental consent, and the circumstances in which information should be passed on and to whom. Introduce learners to the benefits of cooperative working for the child, family and professionals, outlining that there can be difficulties relating to different working practices.

For learning aim C, learners need to be supported in applying their knowledge from learning aims A1, A2 and B to the working practice in their setting. Learners may not have much opportunity to work directly with parents but this can be overcome with the use of role play and by them working more closely with supervisors, for instance working alongside them when greeting parents and/or carers and supporting the 'going home' routine. Learners must be reminded of the need for confidentiality when speaking with parents (always checking with their supervisor before an interaction), and you should explain how to pass on messages or information that a parent may tell a learner directly. During this learning aim, learners will have the opportunity to provide evidence for their Practical Evidence Portfolio that relates to building professional relationships with adults.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 5: Working with Parents and Others in Early Years

Introduction

Learners could work out the average percentage of time that children spend in a nursery class and at home with their parents. Use this information to point out the central role of parents in the lives of their children, and in ensuring children's health and wellbeing and providing learning opportunities.

Learning aim A1: Understand the impact of parental rights, views and experiences on partnership work with parents and/or carers in early years settings

Parental rights and responsibilities as defined by legislation relevant to the home country.

- Ask learners to work in groups to list parents' rights and responsibilities and ask them to feed back their points to the whole group. Write separate lists for rights and responsibilities on a flipchart or whiteboard.
- Give learners an outline of parental rights and responsibilities from the Children Act 1989 (as amended by the Children and Families Bill 2013) and discuss, checking that they have grasped the key points.

The importance of parents' and/or carers' enduring relationship with their children, including: long-term emotional security; considering their long-term interests; acting as role models; protecting their children.

- Introduce the work of John Bowlby and Mary Ainsworth and discuss their influence on practice, which recognises the importance of supporting parent-child relationships.
- Show film clips on attachment and building relationships to stimulate discussion on the importance of these factors for children's emotional and social development and long-term outcomes.

The parental effect on children's learning including the Effective Provision of Pre-school Education (EPPE) project which suggested that in the early years the home learning environment plays a significant part in children's outcomes.

- Give learners a large planning sheet and ask them to work in groups to identify factors that may affect children's learning. Invite feedback and then ask learners to write reasons why each factor may affect learning. Remind learners that factors may have a positive as well as a negative effect.
- Ask learners to carry out independent research on the EPPE project. Lead discussion asking them to give reasons why the research takes into account family background.

How parental views about the nature of childhood affect their parenting style, including their attitudes towards: education; gender roles; routines; attitude to risk.

- Give learners an outline of Baumrind's three parenting styles. Discuss each style, telling learners that some researchers suggest a fourth style: dismissive/neglectful.
- Give learners an example of a child's actions, for example being aggressive to others or demanding a toy or sweets. Ask learners to role play parents, depicting each style in turn. You could ask their peers to guess which 'style' they are using.

The need to recognise how a parent's and/or carer's own experience of being parented impacts on how they may parent, e.g. may repeat elements, choose to parent very differently or alternate between parenting styles.

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- Use case studies describing early experiences of three or four parents, for instance someone who was unhappy at school because of bullying or someone who had parents who were authoritarian. Ask learners to suggest how their experiences could impact on their later parenting skills.

How parental confidence and education may influence their parenting approach, as confidence is linked to authoritative parenting while levels of education are linked to the type of activities provided in the home learning environment.

- Following the role play, ask learners to work in groups to suggest why parents display a particular style. Get them to think about why the parents' own experience, confidence and education might influence their approach.

The impact of factors that may make parents and/or carers emotionally unavailable and how factors may interfere with security of attachment, including: depression; relationship breakdown; illness; low income.

- Give learners a case study of a parent who has experienced emotional difficulties. Ask them to suggest how this might affect their relationship with their child(ren) and the way that the parent/carer becomes involved with the early years setting.

How approaches in the setting which differ from those of parents and/or carers may impact on parental confidence, relationships with early years professionals and development of a collaborative approach to supporting children's learning and development.

- Using role play, learners could explore the effects of parental confidence and ways in which it can impact on relationships with early years professionals where there is a difference in approach between the setting and the parent or carer.

Ask learners to work in small groups to discuss how a setting can adopt a collaborative approach to support children's learning and development and to feed back ideas to their peers.

Learning aim A2: Understand how to work cooperatively with parents and/or carers

The importance of building professional relationships in partnership work with parents and/or carers to: understand and respond to individual children's needs; support separation; provide continuity of care; be able to provide information to support children's development at home.

- Begin by asking learners to consider differences between friendships and professional relationships. Lead class discussion on the reasons why it is important that professional relationships are built, drawing out the consequences when this does not happen. Ensure that learners have explored all the content.

The importance of respecting the emotional attachment that influences parents' and/or carers' choices and behaviours, including approaches to: settling in and separation; provision of food; concerns about whether children are safe and have friends.

- Give learners case studies describing situations in which a parent and childcare worker have differences in opinion about the care of the child, including scenarios relating to settling in, provision of food, concerns about safety and building friendships. Ask learners to work in pairs to discuss why there might be differences in opinion and how the worker can acknowledge this and respect the choice of the parent in each situation.

The importance of communicating effectively to build and maintain professional relationships and partnerships with parents and/or carers, including: building trust; exchanging and sharing information; tracking development; encouraging parents and/or carers to engage in the child's play, learning and development; preventing misunderstandings.

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The features of good communication/interpersonal skills, including: warmth; empathy; interest; active listening; sincerity.

How to communicate appropriately and with empathy, including: verbal communication; body language; attitudes; written forms.

- You could use the following role play and related activities to support learners' understanding of each of the above three aspects of communication.
 - Give learners three scenarios of interactions between a parent and an early years practitioner. Ask learners to work in groups of three, with two learners to role play and one to observe. After each role play ask the observer to feed back on the positive features of verbal and non-verbal interaction and how empathy was shown.
 - Ask learners to reflect on their role play, identifying at least three reasons why it is important to communicate effectively. Ask each learner to share one point with the class, writing each idea on a flipchart or whiteboard until all ideas have been exhausted.
 - Select one of the scenarios and tell learners that the parent is not able to make a meeting. Ask them to write an appropriate letter explaining the issue and suggesting a way forward.

Possible barriers that might create difficulties in communication, including: disability; time; language barriers; difficulties with literacy; cultural factors.

- Ask learners to discuss possible barriers to communication and feed back each idea to their peers. List each of the barriers identified on a flipchart or whiteboard.

Strategies to overcome barriers that make communication difficult, including: avoidance of assumptions; supporting individual needs; being respectful; flexibility of approach; reflection.

- Ask learners to use the list of barriers and suggest strategies to overcome each one.

The importance of obtaining parental consent for a range of reasons, including: passing on information; referrals; outings.

The need for confidentiality and data protection when working with parents and/or carers, including: legal requirements; maintaining trust and situations; why confidentiality and data protection may be breached in situations involving risk to a child's life.

- Introduce learners to the eight principles of the Data Protection Act 1998. Explain how each principle impacts on early years practice, also including the law relating to passing on concerns about a child's safety.

How to work in partnership with parents and/or carers in an early years setting, to include: shared working; the key person approach; open door policy; ways to share information; providing information to support children's development at home; ways to encourage parents and/or carers to take an active role in the child's play, learning and development.

- Learners should prepare for this session by asking questions and observing how colleagues in their placement work with parents and ways that they adopt the key person approach.
- Lead discussion with learners sharing their information.

Factors that might affect the participation of families in an early years setting, including: time; confidence; expectations.

- Ask learners to discuss the factors that may prevent participation of families in early years settings. Encourage learners to think about parents who may lack interest and also those who cannot participate because of personal problems or practical reasons

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such as time. Invite an early years practitioner to discuss factors that might affect ways that parents and/or carers participate.

How factors affecting participation of families may be overcome by good relationships, communication and the key person approach.

- Ask learners to return to their small groups and discuss different ways that families might participate in an early years setting.

How to signpost appropriate and suitable services for parents and/or carers, including referral to other services and professionals, websites, leaflets.

The importance of recognising own limitations when giving advice, as inaccurate advice may cause harm to a child, breakdown in trust between family and service, prevent families from gaining the correct support that they need.

- Give learners examples of questions that parents might ask them in an early years setting. Ask learners to suggest how they would signpost services – including services, professionals, websites and leaflets – to parents and/or carers.
- Ask learners to identify the advice that it would be appropriate to give and when they should direct the parent to another professional or source of advice.
- Discuss with learners the potential implications for the child, family and early years setting if inaccurate advice is given.

The importance of challenging discriminatory behaviour and promoting respect for children, families and staff in partnership work with parents and/or carers, and the duty of early years professionals to protect children, families and staff from discrimination.

- Give learners a scenario in which discriminatory behaviour is occurring. Ask them to discuss whether the behaviour should be challenged and why.
- Lead discussion on the importance of protecting children, families and colleagues and ways to do this. This could be followed up by learners returning to the case study to discuss how the discrimination could be challenged.
- Ask learners to produce good practice guidelines for promoting respect for children, families and staff in an early years setting.

Learning aim B: Understand how to work cooperatively with colleagues and other professionals in early years settings

The professional responsibilities of early years professionals to work cooperatively, including adherence to policies and procedures of the setting and current guidance.

- Ask learners to work in small groups to discuss professional responsibilities.
- Ask learners to produce guidelines for new nursery staff on professional responsibilities.

The roles and responsibilities of colleagues in early years settings, including special educational needs coordinator (SENCO), key person, early years teachers and early years professionals, and teachers.

- As independent research, ask learners to interview professionals in their own setting about their role and responsibilities.
- Lead discussion in class with learners contributing information following their interviews.

The roles and responsibilities of a range of professionals who may work with families, including social workers, police liaison and family support workers.

- Invite a family support worker to speak to learners about their role and responsibilities.

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- Show a film clip of a social worker discussing their role and responsibilities (see the *Resources* section later in this unit) and follow this with group discussion.

The roles and responsibilities of health professionals, including health visitors, speech and language therapists, and dietitians.

- Ask learners to research and list professionals who may support children's health.

The roles and responsibilities of educational psychologists, child psychiatrists and counsellors.

- Ask learners to research and list professionals who support children's educational development.
- Learners can then be asked to work in pairs to undertake research into the role and responsibilities of a health or educational professional (ensuring that the range of roles is covered). Ask learners to present information to their peers.

Why cooperative working is needed, including: to improve life chances and outcomes for all children; to identify and coordinate support from different services for children and their families; opportunities for professionals to gain knowledge and skills from each other.

- Give each learner three sticky notes of different colours and ask them to write on each a reason why cooperative work is needed. Collect the notes and read out each one, also adding any benefits listed in the content that learners have not thought of.

The benefits of working cooperatively for the child and family, to include working with colleagues in own setting and with other professionals, as a way of providing services and support tailored to meet the child and family's needs, preventing misunderstandings, encouraging a climate of trust.

- Give learners a case study describing a child and family with complex needs that have been assessed and who are being supported quite separately by different professionals. Ask learners to suggest ways that the professionals should work cooperatively and the benefits to the child and family.

Reasons why cooperative working may be difficult in a multidisciplinary team, including different professional priorities, approaches and ethos, time.

- Ask learners to carry out independent research, if they are in placement, interviewing colleagues to find examples of cooperative working including any difficulties encountered. Encourage learners to share examples in class discussion.
- Invite an early years practitioner to speak about ways they work with colleagues and any problems that may need to be overcome.

Information sharing including: maintaining confidentiality; parental consent; how and when to pass on concerns and make referrals to others; how to ensure there is data protection during cooperative work; purpose of multidisciplinary meetings, including case conferences.

- Give learners a range of scenarios with examples of where information should or should not be passed on, including an example of a child at risk of abuse. Ask learners to discuss each scenario in pairs and feed back their decisions to the whole class.
- Ask learners to work in small groups to produce guidelines for good practice in information sharing.

Learning aim C: Be able to work with parents and/or carers and others in early years settings to meet the needs of children

Effective work with parents and/or carers, colleagues and other professionals, including compliance with policies, procedures and current guidance for information sharing, data protection, parental consent.

Unit 5: Working with Parents and Others in Early Years

- Review information from learning aims A1, A2 and B on policies and procedures that must be followed and guidelines relating to data sharing and consent.
- Use case studies to check learners' understanding.
- Ask learners to keep a log of how they have worked with parents and colleagues in their workplace, with reference to compliance with policies and procedures (maintaining confidentiality).

Effective partnership work with parents and/or carers, including: sharing information about children's needs, interests and development; valuing parents' and carers' contributions, showing respect, empathy, interest, active listening; encouraging parents and/or carers to take an active role in the children's play, learning and development; understanding own limitations when giving advice.

- Ask learners to discuss the characteristics of effective partnership work with parents/carers and feed back their ideas.
- Ask learners to return to their groups to discuss their own opportunities to build effective partnerships with parents/carers.
- Ask learners to record effective interactions with parents in their Practical Evidence Portfolio and/or use role play to give practice in listening and responding to parents'/carers' needs.

Demonstrating understanding about the roles and responsibilities of colleagues and other professionals who may work with children and families.

- Ask learners to reflect on the roles and responsibilities of colleagues and how they work with them.

Communicating effectively to share accurate information about children's needs and development including verbal, non-verbal and accurate written communication.

- Use role play for learners to demonstrate their skill in sharing information about children's needs and development.
- Ask learners to produce a written record of the information shared during role play.
- Ask learners to record how they have shared information about children's needs and development in their Practical Evidence Portfolio.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 14: Health, Education and Social Services for Children and their Families*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills listed in Form CPLD 1 in the Practical Evidence Portfolio:

- Professional relationships with adults: 5–7
- Provision of a safe and stimulating environment: 17

Learners must record evidence for criteria 3C.P8, 3C.P10 and 3C.M4 on Form CPLD 2 in the Practical Evidence Portfolio, together with their comments and reflections on their strengths and areas for improvement.

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Barker, R. (ed.), *Making Sense of Every Child Matters: Multi-professional Practice Guidance*, Policy Press, 2008 (ISBN 978-1-847420-11-4)

This book explores the ECM agenda. It looks at practice across health, education and social services. Chapter 2 explores the importance of multi-agency working to deliver the ECM agenda.

Tassoni, P., Baker, B. and Squire, G. (ed.), *BTEC National Children's Play, Learning and Development Student Book 1*, Pearson Education, 2014 (ISBN 978-1-447970-96-5)

This textbook has been written to support the teaching of the Pearson BTEC Nationals in Children's Play, Learning and Development. It contains lots of activity ideas, definitions for key terms/terminology and key information. It will be available in 2014.

Journals

Early Years Educator (www.earlyyearseducator.co.uk)

Nursery World (www.nurseryworld.co.uk)

These journals include articles on roles and responsibilities and working in collaboration with parents.

Videos

www.childrensocialworkmatters.org

Videos of social workers talking about their role, available from Children's Social Work Matters.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.gov.uk/government/organisations/department-for-education

The Department for Education website provides information relating to services for children and young people. It includes sections on early learning, childcare, families and strategy, and working practices. The site also provides access to associated resources such as factsheets and case studies.

www.gov.uk

This government site provides information on the range of services available to children and families.

www.ioe.ac.uk/research/153.html

Information on the Effective Pre-school, Primary and Secondary Education (EPPSE) project.

www.legislation.gov.uk

This site is more suitable for teacher use, detailing current legislation for the UK.

www.parentingstyles.co.uk

Information on parenting styles including reference to the research of Diana Baumrind.

Unit 6: Supporting Children's Speech, Communication and Language

Delivery guidance

Learning aim A1 introduces learners to the fact that much of communication is non-verbal. Learners must explore the stages of children's language acquisition, starting from the pre-linguistic or 'emerging language' stage. Give your learners the opportunity to visit early years settings to observe children at different stages of speech and language development. If learners are not able to visit settings, they could search on video-sharing websites such as YouTube™ for freely available videos that show children at different stages of language development.

Learners could be asked to produce a glossary of terminology used throughout this unit. This would be particularly useful when considering the different components of speech. You could show film clips of babies with adults and of groups of children at play so that your learners can apply theory to communication in action. Learners must understand the influence that language has on all areas of development, also considering ways that development can be affected by personal factors, such as hearing loss, or external factors, such as noise. This will help them to understand the importance of early detection of problems.

Learning aim A2 introduces learners to research and theories of language development. Give the learners time to digest different viewpoints of language development, ranging from Skinner's behaviourist approach (based on the belief that children learn language through imitation and reinforcement) through to Noam Chomsky's theory (that children are born with a predisposition for language acquisition). This will lead them to consider how theories, including Motherese, impact on practice in early years settings.

In learning aim B learners consider the role of the adult in promoting children's language development, also recognising that the child's stage of development may differ from their chronological age. Learners should draw on observations from an early years setting when exploring how environments promote language development. Learners must understand that, although activities and resources are important, space and layout, background noise and group size must also be considered. Learners should be introduced to a wide range of written materials, including stories and rhymes, that can be used with children of different ages. They will need time to practise their skills in using these materials. Learners often lack confidence in communicating with babies, so attention should be given to this to ensure that they understand the importance of encouraging their vocalisations.

Learning aim C has two sections. The first part focuses on children who are developing more than one language. Learners in placement will discover that many children have a home language that is not English. If you or any of your learners have a second language, you can use this to explore any difficulties experienced when immersed in a new language. However, it is important that your learners recognise that bilingualism is positive and has enormous benefits, and that it is important to value the child's home language while providing support to learn English.

The second section of learning aim C focuses on the difficulties experienced by children with additional language needs and ways to support their development. Learners must understand that, for support to be effective, practitioners need to work closely with others, including the child's parents and speech and language therapists.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 6: Supporting Children's Speech, Communication and Language

Introduction

Throw a balloon or lightweight ball to learners and ask them, as they catch it, to state one way in which we communicate. (If they cannot think of an idea, they could throw the ball on to one of their peers.) Keep going until all ideas have been exhausted. Prompt learners to think widely, including the way we speak, e.g. intonation, non-verbal signals and different communication systems.

Learning aim A1: Understand the role of speech, communication and language in children's overall development

A range of verbal and non-verbal communication skills, including: eye contact; gesture; body language; active listening.

- Show a short clip of a TV show (such as a soap opera) without sound. Ask learners to jot down what the body language, gestures etc. are communicating to other characters.
- Ask learners to work in pairs to act out a role play scenario (for example, resolving a difference of opinion). Ask a third person to observe the interaction and note down the communication skills used. Learners can then swap roles. Ask them to feed back their observations to the class and then discuss the range of skills used.

The usual stages in the acquisition of communication and speech, including pre-linguistic and linguistic phases.

- Ask learners to define what they understand by 'communication' and 'speech'.
- Give out handouts with illustrations of a baby aged under 1 year, a child aged between 1 and 4 years and a child aged between 4 and 8 years. Ask learners to annotate each illustration with information about how each child might communicate their feelings and needs.
- Use whole-group teaching to introduce the stages of language development, emerging or pre-linguistic, symbolic development and linguistic phases.
- Show a film clip of babies and children of different ages using speech and ask learners to identify different stages of language development.

Components of speech, including: phonology; syntax and semantics; expressive and receptive.

- Ask learners to research and define each of the terms 'phonology', 'syntax', 'semantics', 'expressive' and 'receptive'. Divide learners into five groups, each feeding back information on one term, supported by examples.
- Show short film clips of babies and young children. Ask learners to note down anything that exemplifies the components of speech. Identify examples of where very young children may be receptive to language and can follow instructions even though they cannot use the words themselves.

How communication and language link to emotional and social development, including behaviour.

- Ask learners to make an audio recording of children during play in their work placement setting. (It may be helpful for them to produce a transcript.) Using this as evidence, ask learners to identify ways in which use of language is supporting each child's emotional and social development.

Unit 6: Supporting Children's Speech, Communication and Language

- Give learners a case study of a child with delayed communication. Ask them to discuss ways that the child's emotional and social development and behaviour may be affected. Prompt them to give reasons for their suggestions.

How speech, communication and language link to children's cognitive development, including information processing.

- Ask learners to research and define the terms 'cognitive development' and 'information processing'.
- Use a film clip of children involved in investigative play. Ask learners to work in pairs to reflect on ways that children have used language to develop their thought processes. Invite learners to share their ideas with the class.
- Write the statement: 'Thinking is not possible without language.' Ask learners to say whether they agree or disagree with the statement. If the group is divided, split them into 'agree' and 'disagree' groups, asking them to put together an argument for and against. (If learners all give the same response then ask them to think of supporting statements and reasons why some psychologists may not agree.)

Why it is important to recognise links between speech, communication and language and other areas of development.

- Ask learners to work in small groups to focus on an area of development and present their findings to their peers.
- Give learners two case studies of children at different ages and with different speech, communication or language difficulties. Ask learners to identify ways that each area of their development might be affected.

The importance of communication and language to academic achievement, to include learning to read and write.

- Use a concept mapping activity. Give learners a pre-prepared template with the words 'reading', 'writing', 'speaking' and 'listening'. Then ask them to draw links where they feel there is a relationship, writing down how they feel the areas are related.
- Give learners a case study describing a child with speech difficulties. Ask them to identify the impact this may have on their reading and writing, also suggesting reasons why.

Factors that may affect speech, communication and language development, including: background noise; television and radio; conductive hearing loss; learning difficulties; the quality of adult interaction.

- Write messages on paper planes and 'send' them to individuals. These should include messages with indecipherable handwriting or with part of the message missing or written in a different language; some messages should also be thrown in the wrong direction, not reaching their target. Discuss why some people did not receive the correct message. Ask learners to identify factors that may affect communication.
- Draw an illustration of Argyle's communication cycle. Discuss each stage. Lead discussion, asking learners which factors might be present that may 'break' this cycle, thus preventing effective communication. For instance, the message may be sent but not received if there is background noise, or a message may be received but not decoded properly by a child with a learning difficulty.

The importance of early detection of problems and referral, and the impact on speech, communication and language development.

- Invite a speech and language therapist to talk to learners about problems experienced by children in speech and language development and the importance of early detection.

Learning aim A2: Understand how research into language development supports good practice

The impact of theories and ideas of language development, including the theories of Chomsky, Brown, Skinner and Bruner.

- Draw a line and write outlines of opposing theories at each end: a) that the child is pre-programmed, and b) that language is only developed through stimuli and responses. Explain each view to the learners and lead discussion, drawing out ideas on language acquisition.
- Use whole-class teaching to introduce the theories of Noam Chomsky, Roger Brown, B. F. Skinner and Jerome Bruner, relating their theories to the opposing views identified above.
- Divide learners into four groups, each researching one of the theories in more depth, and ask them to present their information to the whole group.
- Form learners into new groups comprising one member from each research group. Ask the groups to identify similarities and differences between the theories and then feed back to their peers.

Importance of not overcorrecting children and use of positive reinforcement.

- Ask learners to discuss ways that adults can support children to develop their language and communication skills.
- Give scenarios illustrating interactions between children and adults and ask learners to identify when the adult is 'overcorrecting' and when they are using positive reinforcement. In response to examples of overcorrection, ask learners to suggest a more appropriate response.
- Show film clips of adults interacting with children and ask learners to identify examples of positive reinforcement being used.

The impact of Motherese/child-directed speech.

- Ask learners to observe a mother or father talking to their baby (this could be in their placement, with their own family or in a film clip) and to note down ways that this differs from interactions they have with older children or other adults. Ask them to feed back their findings, drawing out differences in tone, rhythm, elongation of words and repetition etc.
- Lead discussion on the benefits of Motherese for babies' language development.

Learning aim B: Encourage and develop children's speech, language and communication

Language development in children from: birth up to 1 year; 1 up to 3 years; 3 up to 5 years; 5 up to 7 years.

- Show film clips of babies and children communicating. Ask learners to identify the age/stage of development.

The importance and impact of assessing babies and children's language and communication development.

- Ask learners to find out about the hearing screening programme for babies and young children.
- Discuss the importance of early recognition of difficulties with speech, language and communication.

The importance of sufficient adult interaction that is developmentally appropriate to the development of language and communication skills.

- Ask learners to produce a 'good practice' checklist. Suggest that they include three sections: a) for adults working with babies up to 18 months; b) for staff working with children aged 18 months to 3 years; and c) for staff working with children aged 3 up to 5 years. As learners develop their work, ask them to justify their ideas.

Unit 6: Supporting Children's Speech, Communication and Language

The importance of very early verbal interactions with babies, to include: drawing babies' attention; facial expression, gesture and eye contact.

- Show learners a film clip of an adult interacting with a baby. Ask them to identify points of importance for language development.

The importance of appropriate adult support, to include: giving children time to respond; acknowledging children's attempts to communicate; reflecting back the correct word/pronunciation and sensitively expanding children's statements.

- Give learners a list of statements/comments that might be made by young children and relevant responses by adults. Include some 'closed' responses made by adults and some that are inappropriate or insensitive. Ask learners to discuss these in pairs and suggest which are appropriate and why. Ask learners to suggest how the adult should have responded where responses are inappropriate.

The importance of early years professionals having good command of the English language to support children's speech, language and communication development.

- Ask learners to work in small groups and discuss the impact on children's speech, language and communication if adults working with them do not have good command of English.

The importance of creating an environment that encourages communication and language.

- Ask learners, individually or in pairs, to design and produce a display to promote communication and language, then present their display to the whole group, explaining how it works to achieve this. (Learners in work placement could produce a display in the setting and photograph it.)

How to create a language-promoting environment, what this means and why it is important, including: small spaces; low level of background noise; activities and objects that excite children's interest; keeping group size to a minimum.

- Learners can undertake independent research to identify ways that their own work placement promotes language. Ask them to produce a report that identifies aspects of layout, activities, group size and objects, also including suggestions of ways to improve the environment in relation to promoting language.

How speech, language and communication development may be affected by background noise to include television and radio.

- Use a practical activity to demonstrate how noise affects communication. For instance, ask learners to pass a message to a friend when there is loud music playing.

The importance of stories and rhymes to help children's speech production, auditory discrimination, repetition and rhythm.

- Read a story or rhyme (as you would to a group of young children) to model ways of encouraging children's speech, auditory discrimination, repetition and rhythm.

The importance of books to help children's communication, language and later literacy.

- Bring in a selection of books and rhymes for learners to explore. Ask them to select one and then present their book or rhyme to the group, suggesting how it can help children's communication, language and later literacy.

Activities that promote language development, including imaginative play, puppets and story sacks.

- Show learners a film clip of children involved in imaginative play. Ask them to identify ways in which language is being developed.
- Ask learners to produce a puppet or story sack to use with a small group of children in their placement. Encourage them to reflect on children's responses to the activity, identifying benefits for language development.

Unit 6: Supporting Children's Speech, Communication and Language

Possible ways of promoting speech, language and communication development, to include: drawing children's attention to detail; accurate naming; active listening; helping children to sequence; making sure that children have new and interesting things to talk about.

- Give learners a list of strategies to promote language – drawing children's attention to detail, accurate naming, active listening and helping children to sequence. Ask learners to work in pairs to plan at least two activities that include these strategies.
- Bring in several interesting objects and pictures and ask learners to select one and then plan how they could use it to encourage children to talk. Ask learners to demonstrate their activity to their peers. Ask other learners to give feedback, so extending their ideas and skills.

Learning aim C: Understand how to support children with varied language needs***Children who are developing more than one language***

Benefits of multilingualism, including a child's self-concept and cognitive development.

- Give each learner a sticky note and ask them to write one benefit of multilingualism. Collect the notes and share ideas with the whole class, adding any benefits that have not been identified. Display ideas for reference.

The importance of finding out about the context in which languages are being learned, including babies or toddlers who are learning a home language(s) alongside learning English in the setting.

- Ask learners to research the different languages spoken at their own work placement.

The impact of being introduced to English in the setting on children who have a different, established home language.

- Ask learners to undertake independent research to find out how their work placement assesses the language skills of children new to the setting and how they review progress.
- If you or a colleague have a second language that is unfamiliar to learners, introduce an activity to them in that language. Get feedback on how the learners felt. Continue in the language but this time use visual cues, and again ask for feedback.

Why it is important to recognise the emotional impact of the use of another language on a child who is used to communicating easily in their home language.

- Give learners a case study describing a family who have recently moved to the UK. Include a child under 2 years who will attend a nursery and a child of 5 years who will join Year 1 of the local school. Ask learners to discuss:
 - the impact that being introduced to English in the setting might have on each child
 - why it is important to recognise the emotional impact of the use of another language on the 5-year-old child.

The importance of a key person in the setting in helping children to acquire the English language.

- Give learners a large planning sheet and, working in small groups, ask them to note down why it is important to identify a key person to help a child to acquire the English language.

The importance of children tuning in to the sounds of English within the setting.

- Ask learners to add to the planning sheet information on how children can be supported to tune in to the English language. Prompt the learners to think about the importance of routines, repetition etc.

Unit 6: Supporting Children's Speech, Communication and Language

The importance of valuing the home language(s).

- Continue the activity by asking learners to add ways that the setting can value the child's home language and why this is important.

How to ensure consistency in the way that languages are being used.

- Ask learners to draw together their information from their planning sheets to produce a policy for a fictitious setting. The policy should state how the setting supports children whose first language is not that of the setting.

Children who have additional language needs

The importance of visual cues and props in the setting.

- Give each learner a card with a different word or phrase on it, such as 'Stand up', 'Come here', 'Where?' etc. Ask them to get the message across to others without speaking.
- Ask learners to plan a story or rhyme to present to the group. They must include the use of props to aid understanding of children with additional language needs.
- Give learners a scenario of a group of children or a child with learning needs or hearing loss. Ask them to design visual cues, for instance a timetable or cue cards for snack time, home time or story time. Lead discussion about why these are important for children with additional needs.

How to provide quality interaction to support language and communication development.

- Ask learners to undertake two observations of adult interaction with children at their own setting (or alternatively to watch a film clip). Ask learners to reflect on each interaction and to identify ways that the adult has supported language development.

The importance and impact of following advice and programmes from speech and language therapists.

- Ask learners to research the role of the speech and language therapist and the advice and types of support they may give. Learners in work placement could also interview a supervisor or colleague who has worked with a speech and language therapist, asking questions to find out how they followed advice or programmes and the importance of doing this.

The importance of working closely with parents and carers to support the development of language.

How to work with children with hearing loss or language delay.

- Show learners an exemplar IEP (Individual Education Plan) that identifies targets and ways that the child will be supported.
- Give learners an IEP form that includes a description of a child with hearing loss and language delay. Ask them to work in small groups to plan four realistic targets and then describe:
 - the support that will be put in place to help them to achieve their targets
 - the resources that could be used.
- Invite them to share/compare their IEPs with their peers. Lead discussion, pointing out 'good practice'.
- Ask learners to reflect on how and at what stages parents or carers should be involved and why this is important for the child, the parent and the setting.

The role of the appointed special educational needs coordinator (SENCO) in a setting, including: leading on planning and ensuring that the support is implemented; providing support and advice for colleagues in the setting; as a point of contact for parents and carers.

- Invite a SENCO to speak to learners about their role and responsibilities, followed by a question-and-answer session.

Unit 6: Supporting Children's Speech, Communication and Language

Who to approach when additional help or specialist expertise may be needed, to include: physiotherapist; speech and language therapist; educational psychologist; hearing support services; portage worker.

- Ask learners to work in small groups to research the role of one of the specialists listed above, including ways to approach/contact them. Learners should then present the information to their peers. Ensure that each specialist listed in the content is researched.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 7: Supporting Children's Personal, Social and Emotional Development*
- *Unit 10: Supporting Children's Literacy and Numeracy Development*
- *Unit 11: Reflective Practice*
- *Unit 19: Working With Children With Additional Needs*
- *Unit 24: Supporting the Development of English for Children with Another Home Language*

Level 3 Diploma in Specialist Support for Teaching and Learning in Schools:

- *Unit 20: Provide Bilingual Support for Teaching and Learning*
- *Unit 21: Support Bilingual Learners*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills listed in Form CPLD 1 in the Practical Evidence Portfolio:

- Support literacy with children aged from birth up to 2 years: 79–84
- Support literacy: 91–95
- Skills for work with children aged from 4 up to 8 years in a classroom environment: 99 and 100

Learners must record evidence for criteria 3B.P4, 3B.P5 and 3B.M4 on Form CPLD 2 in the Practical Evidence Portfolio, together with their comments and reflections on their strengths and areas for improvement.

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Bardige, B., *Talk to Me, Baby!: How You Can Support Young Children's Language Development*, Paul H. Brookes Publishing, 2009 (ISBN 978-1-557669-77-3)
Gives ideas for supporting language of babies and very young children through games and activities, supported by theory of language development.

Callander, N. and Nahmad-Williams, L., *Communication, Language and Literacy (Supporting Development in the Early Years Foundation Stage)*, Continuum, 2010 (ISBN 978-1-441128-98-0)

This book explores the holistic nature of language development. It provides practical ideas for supporting language development for children from birth to 5 years.

Crosse, K., *Introducing English as an Additional Language to Young Children: A Practical Handbook*, Sage, 2007 (ISBN 978-1-412936-11-8)

Helps teachers develop confidence and meet the individual needs of young children with English as an additional language, including practical and varied language teaching strategies. Tassoni, P., Baker, B. and Squire, G. (ed.), *BTEC National*

Children's Play, Learning and Development Student Book 1, Pearson Education, 2014
(ISBN 978-1-447970-96-5)

This textbook has been written to support the teaching of the Pearson BTEC Nationals in Children's Play, Learning and Development. It contains lots of activity ideas, definitions for key terms/terminology and key information. It will be available in 2014.

Journals

Early Years Educator (www.earlyyearseducator.co.uk)

Nursery World (www.nurseryworld.co.uk)

These journals include articles on language development and ideas for activities such as using stories, rhymes and sequencing.

Videos

Siren Films (sirenfilms.co.uk)

Offer a range of DVDs exploring communication and language:

- *Firm Foundations for Early Literacy* explores the development of language for children aged 3 months to 5 years by following the activities of different children in home and nursery settings
- *Supporting Early Literacy* shows ways that adults can support literacy development of children up to 5 years
- *Born to Talk* focuses on communication of babies.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.ndcs.org.uk

The National Deaf Children's Society provides useful information on different forms of deafness and testing. Also provides support for parents.

www.nhs.uk

The National Health Service website provides information on conductive hearing loss.

Unit 7: Supporting Children's Personal, Social and Emotional Development

Delivery guidance

Learning aim A introduces learners to the importance of strong attachments. They must recognise that having well-established attachments can promote children's physical and cognitive development, as well as their emotional development. Learners must also consider the impact on children's overall health and wellbeing, including their mental health. Introducing learners to theories of attachment will help them to understand current practice, with a focus on the key person approach. It will be necessary for learners to visit different settings and/or attend talks by visiting practitioners to gain an understanding of how this approach can be applied in different ways. Although the focus should be on positive practice, learners must also explore factors that may have a negative effect on attachment.

In learning aim B learners consider the transitions and significant events that all children experience, such as starting primary school, and those that some children may experience due to family circumstances or serious health needs, such as a change of carer. Your learners must understand that at times of transition and significant events some children can be quite seriously affected while others show resilience. Learners must be able to recognise signs of distress and know how to support children in different situations. Although learners may not have direct experience of some types of transition, those in work placement at the beginning of the term are likely to have witnessed a child's first day at the setting. This will have given them the opportunity to observe a child as they settle in, and to be involved in planning and using support techniques. Learners can also draw on their personal experiences of transition and significant events.

Learning aim C introduces learners to relevant theories such as the 'looking glass effect', Susan Harter's model of self-esteem and the Theory of Mind. It is important that learners understand how these theories apply in practice. Learners must also understand the importance of the role of observation in recognising children's developmental progress and to inform planning and support.

Learning aim D focuses on ways that early years professionals support behaviour. To introduce this topic you might challenge learners' preconceptions and expectations of behaviour and their own views of childhood. Learners can then explore how cultural and social perspectives relate to behaviour and influence adults' responses to it. Learners should be supported to make links between cognitive and language development. This will help them to understand that adults' expectations of children's behaviour must vary, depending on their stage of development and not just their age. Learners must understand both short- and long-term factors that may affect children's behaviour. You could ask your learners to draw on their experience in work placement to consider how behaviour theories inform practice. Learners will need the opportunity to observe the techniques used by early years professionals in supporting children's behaviour, including promoting respect for others.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 7: Supporting Children's Personal, Social and Emotional Development

Introduction

Ask learners to work independently and write down the name of someone they have a strong attachment to. Ask them to then identify why the attachment is important to them, e.g. how it makes them feel and how it has helped their development. Ask learners to feed back their information. You could record ideas under headings 'personal', 'emotional' or 'social' (development).

Learning aim A: Understand how the key person approach supports effective attachments

The importance of strong attachments, including in: the development of further attachments and the ability to show empathy; effects on physiological and psychological stress levels; contribution to development in other areas.

- Use case studies to ask learners to discuss and record why it is important for children to develop strong attachments in relation to their overall development and outcomes.

The role of the key person in establishing and developing attachments.

- Ask learners to produce a questionnaire to capture information on the key person approach in their own setting in so far as it relates to their role in establishing and developing attachments.
- Lead discussion on the key person role, agreeing a job description for a key person relating to establishing and developing attachments.

How attachment theorists John Bowlby, Mary Ainsworth and the Robertsons have influenced current practice, including: settling in; key person approach; preparing children for transitions and significant events.

- Use whole-class teaching to introduce the theories of attachment. Use film clips of babies and young children with parents or carers to illustrate information.
- Ask learners to work independently to research the work of one theorist, identify how practice has been influenced, and feed back their findings to the class.

That it is good practice for children to have a key person in early years settings, including statutory requirements in frameworks such as the current Early Years Foundation Stage (EYFS).

- Give each learner a sticky note and ask them to write one reason why it is good practice to have a key person in early years settings. Collect each idea in turn and read them out to the whole group, writing each point on a whiteboard as you go.
- Give learners a handout outlining the statutory requirements for a key person (from the EYFS 2014) and lead a discussion of what this means in practice.

How the key person approach is applied in different types of settings.

- Ask learners to refer to their questionnaires and share information with their peers. Lead discussion on the similarities, differences and challenges involved in applying a key person approach in different types of setting.
- Invite a guest speaker to talk about the key person approach. (It would be beneficial if the speaker is from a different type of setting to learners' own work placements.)

How the key person system supports effective relationships with parents, including: improved information sharing; parents and carers developing trust; confidence in the

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setting.

- Ask learners to extend their questionnaire on the key person approach to ask questions about how relationships are built with parents and carers.

Why it is important for a key person to communicate with parents and carers.

- Ask learners to discuss the results of their questionnaires in small groups and then jot down at least five reasons why it is important for the key person to communicate with parents and carers. Ask learners to feed back the reasons, making a list for the whole group.

How children's language and social development benefit from the key person system as a result of the adult being 'tuned in' to the child and family.

- Ask learners to continue to work in their small groups to produce a poster identifying ways in which children's language and social development benefit from the key person system.

The importance of providing age-appropriate physical contact to support emotional development.

- Lead discussion on appropriate physical contact that can be used, going on to ask learners to link to ages and stages. Ensure that learners know that contact may be inappropriate and may be misconstrued, and that they understand the need to follow the policy and procedures of the setting.

How to recognise that a child has made a good attachment with their key person.

- Ask learners in their placement to carry out observations of a child interacting with their key worker and to reflect on the signs that indicate that they have a good attachment. (Use film clips if learners are not in work placement.)

Learning aim B: Understand how to prepare and support children through transitions and significant events in their lives

Different transitions and significant events that children may experience, including: moving to school; starting and moving through day care; birth of a sibling; moving home; living outside of the home; family breakdown; loss of significant people; moving between settings and carers.

- Ask learners to work in small groups to identify the transitions and events that may happen to children. As they feed back their ideas, write them on a whiteboard, ensuring that they have included all those listed in the unit content.

Transitions that are common to all children and those that are particular only to some.

- Ask learners to work in small groups to sort the list of transitions and significant events into two sets: 1) transitions common to all children; and 2) transitions and significant events particular to some children.
- Use case studies of children who experience a range of personal transitions such as family circumstances or serious health needs. Explain that some transitions may be experienced at any age and are more likely to be unexpected.

How children may be affected by different types of transitions and significant events, including the possible effects on all-round development and the effects of stress.

- Use a 'hot-seating' activity. Ask one learner to sit on a chair in the centre of the room and take the role of the child. Give them a scenario: for example, they are a child going into hospital or a child about to move house. Invite their peers to ask questions about the way they feel, how it might affect their learning, etc. Other learners can then take turns in the 'hot seat', using different scenarios.

The importance of discussing transitions and significant events with parents/carers and children before planned changes in their lives.

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- Give each learner a sticky note and ask them to write down reasons that practitioners should discuss transitions with parents before they take place. Collect the ideas and read out each one, giving feedback.

Strategies to prepare children for transitions and significant events, including discussions, books, photographs and storytelling.

- Bring in a story or film clip that has been produced to help prepare young children for a transition or significant event. Lead a discussion asking your learners how effective the resource is likely to be and how it could be improved.
- Ask learners to work independently or in pairs to produce a resource or activity to help prepare children of different ages for transition. Invite them to choose from a list of transitions (such as going into hospital, starting nursery, moving house) and, using an appropriate method/resource (such as a story, cartoon strip or drama), produce their activity/resource.

How to support transitions and significant events, to include making relationships with the baby/child and parents/carers before they start at a new setting, home visits, sharing information.

- Use case studies of children starting at a new setting and ask learners to describe techniques they would use to build relationships with the child and their family.
- Ask learners to design a form to capture relevant information about a child and their family to support the building of relationships and the settling-in process.

How to work with colleagues and other professionals to offer support during transitions and significant events.

- Ask learners to work in small groups to role play a transition/significant event scenario. Learners should take on the roles of early years workers and professionals from outside agencies. Encourage learners to reflect on their interactions.

How to support the settling-in process, including the key person building a relationship with the child before separation takes place.

- Ask learners to work in pairs or threes to produce a policy and procedures for the settling in of children who are new to the setting.

How to check that a child has settled in, including: observing the child's behaviour at separation; observing the child's interest in joining in with activities; speaking to parents/carers about child's behaviour at home.

- Ask learners to work independently and jot down ideas on ways to check that a child has settled in. Once they have done this, ask them to work with one other learner to produce a checklist for practitioners to record how children have settled in.

The importance of recognising signs of concern or distress that may relate to a transitional experience.

- Give learners a case study describing a child showing signs of distress. Ask learners to describe the short- and long-term effects that this may have on the child. Remind learners that they should consider all areas of the child's development.

Learning aim C: Understand the role of the early years professional in supporting children's personal, emotional and social development

How theories and models of self-esteem development apply to work with children.

- Use whole-group teaching to introduce theories and models of self-esteem, such as the 'looking glass effect' and Susan Harter's model of self-esteem. Ask learners to work in small groups to discuss how the theories apply to work with children.

How understanding Theory of Mind helps early years professionals to support young children's social skills, including the identification of children who are still developing the

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ability to recognise that others' thoughts and feelings are different from theirs.

- Introduce the Theory of Mind and lead a discussion on links to practice. Ask learners to contribute their ideas on how children can be supported to understand the feelings of others.

The role of observation in supporting children's personal, emotional and social development, including: observing children in transitions and significant events; assessing children's progress in social development; monitoring changes in behaviour.

- Give learners exemplar observations describing the behaviour of children whose personal, social and/or emotional development is delayed. Ask learners to work in pairs to draw conclusions about the child's stage of development with reference to theories of child development. Invite learners to feed back their conclusions.
- Ask learners to return to their groups to discuss and make recommendations on support and how observations can be used to monitor both children's progress and the effectiveness of the support.

The importance of keeping to professional boundaries with children, including: how to provide appropriate physical contact and use of language; not revealing inappropriate details about own personal life.

- Ask learners to work in small groups to discuss what they consider to be professional boundaries. Ask them to go on to produce a 'good practice' checklist.

The skills to develop trusting relationships with children, including: eye contact; sensitive communication; listening; empathy; playfulness where appropriate.

The importance of relationships to the development of resilience.

- Show learners a film clip of an adult supporting a small group of children. Ask them to note down the skills they observe the adult using that will contribute to developing trusting relationships.
- Invite learners to define resilience to check their understanding and then lead a discussion on the importance of relationships for the development of resilience.
- Give learners a template with a list of skills that are important for developing relationships with children. Ask them to give themselves a grade against each skill and then go on to suggest ways to improve the skills.

Ways to support children's emotional wellbeing and resilience, to include: providing choices; encouraging independence; praising effort; providing routines and realistic boundaries to develop a child's sense of security.

- As part of their independent research, ask learners to keep a diary over two days in work placement, noting down examples of where they have observed or used techniques to give choice, encourage independence and praise effort.
- Ask learners to discuss routines for early years settings, Then select and present one routine to the whole group, suggesting how the routine contributes to setting boundaries and giving a sense of security.

The importance of friendships to children's overall development, self-concept and confidence.

- Ask learners to work in pairs or threes to consider the importance of friendships to children's overall development, with reference to children of different ages, and investigate ways that children's emotional wellbeing and resilience can be supported. They should then present their information to the whole group.

How to support children to develop social skills, to include: encouraging friendships and empathy; acting as a role model in the development of empathy; supporting children's group learning and socialisation.

- Ask learners to work in small groups to plan play activities that support children's group learning and socialisation and give opportunities for developing friendships and

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empathy.

- As part of their independent research, ask learners to record examples of ways that they have acted as a role model in the development of empathy.

The role of the early years professional in preventing bullying by recognising signs that a child might be experiencing bullying, which may include being withdrawn, angry outbursts, tearfulness.

- Ask learners to work in groups to consider signs that can indicate bullying. Feed back findings to the whole group to discuss the role of the adult in preventing bullying and supporting children who are bullied.
- Ask learners to research information on bullying from websites such as www.bullying.co.uk and report back their findings to the group.

How prejudice and discrimination may affect a child's life chances including their effects on identity, self-esteem, learning and achievement. The importance of challenging discriminatory behaviour and promoting respect for others.

- Use case studies (a different one for each group) that describe a scenario where a child has experienced discrimination. Ask learners to work in small groups to identify the possible impact on children's life chances and all-round development.
- Ask each group in turn to share with the whole group their case study and the outcome of their discussion.
- Lead discussion on the importance of challenging discrimination and ways to do this.

How to communicate effectively with parents and carers to support children's emotional and social development, including: positive body language; sensitive communication; observing confidentiality.

- Ask learners to take part in role play. Give them a scenario of a child who has delayed social and/or emotional development and ask them to work in threes, one playing the role of the practitioner and one the parent, with the third observing the interaction and recording the communication skills used. Ask them to take turns in each role.

Learning aim D: Support and promote children's positive behaviour

The cultural and social perspectives that relate to behaviour, to include: differing views of childhood; social norms; gender expectations.

- Ask learners to carry out a mini research project to find views on childhood, expectations of behaviour and whether there are differences in expectations of boys and girls. They might use structured interviews or a questionnaire.

How cultural and social perspectives may influence adult responses to children's behaviour.

- Ask learners to draw conclusions from their research about how different cultural and social perspectives influence responses to children's behaviour.

Why it is important to recognise links between behaviour and both language and cognitive development, to include having realistic expectations in relation to children's stage of development.

- Use case studies of children with delayed language and delayed cognitive behaviour. Get learners to reflect on how their stage of language or cognitive development may affect their behaviour and also whether the expectation of the adult is realistic.

Short-term factors that may affect behaviour, including tiredness, hunger, boredom, illness, bullying, abuse.

- Ask learners to work in small groups to identify the short-term factors that influence behaviour. Ask them to feed back ideas to the whole group. List ideas and add any factors that have not been raised.

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Long-term factors that may affect behaviour, including chronic illness, anxiety, the child not feeling emotionally settled in a setting.

- Ask learners to return to groups to identify long-term factors and again to feed back to the group. Produce a second list under the heading 'long-term factors'.

How transitions and significant events experienced by the child may affect their behaviour.

- Give learners a case study of a child who is experiencing a transition or significant event. Ask them to reflect on ways that this experience may affect their behaviour.

How social learning theory informs practice in promoting positive behaviour, to include role modelling.

- Introduce Bandura's social learning theory.
- Give learners case studies of children who are displaying unwanted behaviour and ask them to suggest strategies for promoting positive behaviour that reflect social learning theory.

How operant conditioning is used to change behaviour in early years settings, including: rewards, star charts, intermittent reinforcement.

- Introduce Skinner's operant conditioning theory. (This may have already been introduced in *Unit 1: Child Development*.)
- Ask learners to carry out independent research in their own placements to find out how the reward systems are used.

The advantages and disadvantages of operant conditioning techniques.

- Ask learners to work in groups to discuss the techniques used in their placements. Then divide the overall group into two and ask one group to identify and record advantages of operant conditioning techniques and the other to do the same with the disadvantages. Lead discussion as learners feed back their ideas to the whole group.

The importance of positive attitude, consistency and collaboration with parents and others.

- Invite a practitioner to speak to learners about strategies that can be used to ensure adults have a positive attitude and manage a consistent approach to support positive behaviour. Ask learners to prepare questions about how to work with parents to ensure consistency.

How procedures and policies within settings support effective practice, including how positive behaviour will be developed and how unwanted behaviours are recorded and reported.

- As part of their independent study, ask learners to obtain a behaviour policy, including procedures for recording and reporting. Ask them to summarise the policy with reference to how it supports effective practice.

Strategies to promote positive behaviour for children at different ages and stages of development.

- Ask learners to produce guidelines for promoting positive behaviour. They could work in separate groups to produce guidelines for adults working with children of different ages and stages.

How to help children develop positive attitudes, to include: helping children to value and respect others; developing an awareness of similarities and differences; modelling behaviour.

- As part of their work-based learning, ask learners to plan and implement an activity with a group of children which aims to value, respect and develop positive attitudes towards others.
Ask learners to produce a 'guide to good practice' for new learners, showing five key

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ways to model behaviour that demonstrates that we value and respect others.

How to use observations to support positive behaviour and resolve conflict.

- As part of their independent study, ask learners to carry out observations and reflect on these, suggesting ways to support each child's behaviour and resolve conflict.

How to work with families to support children's positive behaviour.

- Ask learners to work in small groups to discuss the different ways that settings can work with parents to support children's positive behaviour. They should then feed back to their peers.
- Ask learners to use ideas from their discussion to produce a guidance policy for an early years setting for working with parents to support positive behaviour.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 1: Child Development*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills listed in Form CPLD 1 in the Practical Evidence Portfolio:

- Effective relationships with children: 1–4

Learners must record evidence for criteria 3D.P8, 3D.P9 and 3D.M4 on Form CPLD 2 in the Practical Evidence Portfolio, together with their comments and reflections on their strengths and areas for improvement.

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Allingham, S., *Transitions in the Early Years: A practical guide to supporting transitions between early years settings and into Key Stage 1*, Practical Pre-School Books, 2011 (ISBN 978-1-907241-19-2)

Explains different transitions and ways that adults can support children and plan for change. Includes case studies from different types of early years setting.

Dowling, M., *Young Children's Personal, Social and Emotional Development* (3rd edition), Sage, 2010 (ISBN 978-1-848601-06-2)

This book focuses on the personal, social and emotional development of children aged 0–6 years. The information will support this unit and includes references to the EYFS, developing self-esteem, personal growth, working with parents and behaviour.

Tassoni, P., Baker, B. and Squire, G. (ed.), *BTEC National Children's Play, Learning and Development Student Book 1*, Pearson Education, 2014 (ISBN 978-1-447970-96-5)

This textbook has been written to support the teaching of the Pearson BTEC Nationals in Children's Play, Learning and Development. It contains lots of activity ideas, definitions for key terms/terminology and key information. It will be available in 2014.

Journals

Early Years Educator (www.earlyyearseducator.co.uk)

Includes ideas for activities to support emotional and social development.

Nursery World (www.nurseryworld.co.uk)

Learners should be able to find articles about approaches to supporting emotional and social development.

Videos

Siren Films (sirenfilms.co.uk)

Produce a wide range of films on child development including *Attachment in Practice* and *Life at Two*.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.gov.uk/government/organisations/department-for-education

The section on the Statutory Framework for the Early Years Foundation Stage gives information on the role and responsibilities of the key worker.

Unit 8: Safeguarding in Early Years

Delivery guidance

This unit could be delivered over the academic year or through a series of one-day or half-day workshops supported by guest speakers from different sectors, e.g. social workers, health professionals and organisations such as the NSPCC or Barnardo's. Because of the sensitive nature of the content, learners may need access to professional support, so make them aware of the person with safeguarding responsibility in their own school or college and how to contact them.

Learning aim A deals with the roles and responsibilities of those working with children. Introduce relevant, current legislation and statutory guidance including the Early Years Foundation Stage (EYFS). This will help learners to understand the context of child protection policies and procedures in their own setting and the importance of compliance. Learners should understand that this also applies to them in placement, even though they are not employed by the setting. Learners must consider the wider role of the practitioner in empowering children by promoting their social and emotional development. For instance, how can practitioners encourage independence and how can children be supported to express their opinions or fears? Learners must understand the importance of supporting children to develop confidence and self-esteem in their everyday interactions. They also need to explore a range of activities and games that can be used with children at different ages and stages of development.

In learning aim B learners explore what is meant by abuse and signs that indicate that abuse may be happening. They should understand that they may notice physical signs such as marks or bruises, behavioural signs such as a change in a child's behaviour, or comments made by a child. They should know that these are only an indication of abuse and that there could be other explanations. Understanding what to look for will naturally lead learners to understand the importance of being vigilant and the role of observation in recognising changes in behaviour. Learners must understand that abuse can seriously affect children's overall development, their health, self-esteem and welfare, and that the impact can be long-lasting, often into adulthood. Learners may have a misapprehension about who might abuse, for instance that abuse is carried out by 'strangers' or that women do not abuse. Give learners facts and figures (from the NSPCC) to counteract these myths.

Before they embark on learning aim C, learners must be familiar with the policies and procedures in early years settings that relate to child protection. It would be helpful at this stage to remind learners of the legislation and statutory requirements that they looked at in learning aim A. When discussing ways to respond to concerns about abuse, learners should know what not to do as well as the action they should take and the reasons why. They must also understand the circumstances when a referral must be made, who to contact and how to do this, ensuring confidentiality. Learners must be aware of what happens after a referral has been made. Although procedures will be similar across the UK, it is important that learners are familiar with the agencies in their local area and how they work together. Learners must also understand the particular role and responsibility of the National Society for the Prevention of Cruelty to Children (NSPCC).

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 8: Safeguarding in Early Years

Introduction

Organise learners into small buzz groups to discuss what they feel are the rights of children to be kept safe from harm. (During the introduction it is important to remind learners about the sensitivity of this subject and advise them where they themselves can access information and support.)

Learning aim A: Understand the role of the early years professional in safeguarding and promoting the welfare of children

The duty of care of those working with children to protect them from harm and to promote their welfare, with reference to current legislation, statutory guidance and the Early Years Foundation Stage (EYFS).

- Ask learners to research legislation and statutory guidance relevant to the protection and welfare of children (summaries of relevant sections of current legislation and guidance are available on the NSPCC website) and the statutory guidance on protection and welfare in the EYFS.

Children's right to be safe, with reference to the United Nations Convention on the Rights of the Child, the responsibilities of early years professionals to comply with current legislation and guidance relevant to home country including meeting welfare requirements, having policies for child protection, safe recruitment, information sharing, data protection.

- Invite the person with safeguarding responsibility from your own organisation to speak to learners about their role and responsibilities. In preparation for the talk, ask learners to prepare questions about their own duty and that of others in the setting.
- Introduce relevant articles of the UNCRC and lead discussion about their purpose.
- Ask learners to research information in the guidance document *Working together to safeguard children* (2013) or relevant guidance for own home country.
- Set questions and ask learners to find the answers from legislation, the EYFS, guidance documents and the UNCRC. Example questions include:
 - Which articles in the UNCRC work to keep children safe from abuse?
 - What does the document *Working together to safeguard children* say about information sharing?
 - What is stated in Section 47 of the Children Act 1989?
 - What are the requirements relating to suitable people working with children in the EYFS?

The importance of passing on concerns about the practice of colleagues, professionals and others that may impact on the welfare of children, including whistle-blowing.

- Ask learners to work in pairs or small groups to discuss what aspects of practice might raise concerns. Facilitate discussion on what constitutes practice that is a cause for concern. Ask learners to return to their pairs or groups to discuss how the practice they have identified could impact on the welfare of children.
- Lead discussion on the importance of passing on concerns, including whistle-blowing, giving learners advice and strategies to do this.

Putting the needs and welfare of the child at the centre of care provision.

Unit 8: Safeguarding in Early Years

- Write the term 'Team around the child' on a whiteboard and ask learners what they understand by it.
- Give learners a large planning sheet with an illustration of a young child in the centre. Ask them to work in pairs or small groups to write down reasons why the child's needs and welfare should be central to care provision. Share information within the whole group, adding any points not made.

Recognising the individual needs of children and barriers to equality.

- Ask learners to work in small groups to identify the barriers to equality that children may experience. Encourage learners to draw on their own observations and experiences.

The importance of children having their voice heard, listening to them, valuing their contributions, opinions and ideas.

- Although role play is not recommended as a strategy to explore safeguarding issues, it could be used to help learners understand the importance to the child of being heard. Split the group into 'children' and 'adults'. Bring the group playing the role of adults together and quietly tell them to ignore the 'children', showing in their response and body language that they are not interested. Ask the 'children' to tell the 'adults' about their everyday worries/interests (issues about abuse should not be used). You will find that the 'children' feel confused, angry and upset at the way they were treated.

The importance of recognising children's feelings.

- Follow up the role play above, leading a discussion about how the 'children' felt and why they thought they should be listened to and have their feelings recognised.

The importance of supporting social and emotional development and encouraging independence.

- Give learners a large planning sheet. Ask them to work in small groups to discuss and write a definition of social and emotional development in the centre of the sheet. After sharing their definitions, ask them to go on to note reasons why, for instance, it is important to support social and emotional development. Encourage learners to think about short- and long-term outcomes for children.

The importance of being an approachable adult, being available to listen, listening actively, displaying positive body language.

- Ask learners to undertake role play. Give them a scenario where a child is worried about something, e.g. a lost toy (not an incident of abuse). Ask one learner to take the role of the child and another the adult. Ask a third learner to observe, noting and feeding back on skills used. Following feedback, learners could repeat the exercise and/or swap roles to practise and improve their skills.

The role of observation and reflection in recognising changes in children's behaviour.

- Use an exemplar observation to stimulate discussion about concerns about inappropriate behaviours of children. Follow up by leading a discussion on the role of observation.

How to empower children and develop their confidence and self-esteem through games and activities.

- Show film clips of children involved in outdoor play. See if learners can identify ways that being involved in physical activity will help children to develop their confidence and self-esteem.
- Ask learners to work in small groups to plan activities and games for three different age groups. Information should include the role of the adult in promoting self-esteem, confidence and learning aims. Ideas can be shared with the whole group.

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The importance of maintaining accurate and coherent records with respect to children's overall welfare.

- As independent research, ask learners to ask within their placement about the types of record that are kept in an early years setting.
- Lead discussion on the importance of keeping accurate and up-to-date records, giving examples of records of fictitious children to learners. Include records which are not coherent or fully kept (for example, with missing dates or ambiguous information) and ask learners to identify the problems and possible impact.

Learning aim B: Understand types and indicators of child abuse

Types of abuse, including domestic abuse, physical abuse and injury, neglect, emotional abuse and sexual abuse.

- Ask learners to identify the five main types of abuse, noting down each one. Check that they have identified them correctly.
- Organise learners into five groups and ask each group to research one type of abuse and produce a handout, including a definition and supporting information about it. (Ensure that each type is researched.) Discuss findings with each group and ask them to make any necessary amendments before presenting the information to their peers.

Why it is important to be vigilant for signs of child abuse such as changes in a child's behaviour including tiredness, being withdrawn, regression, being over familiar with adults, displaying inappropriate behaviour or inappropriate play, physical marks and injuries, change(s) in behaviour, comments made by children and a change of disposition, being unusually dependent on a key person, comments made by parents/carers and disclosure by a child.

- Organise learners into four groups, giving each group a large planning sheet with one type of abuse written in the centre. Ask learners to research and note physical and behavioural signs that may indicate abuse. Draw learners' attention to signs that are common to each type of abuse and signs that may be indicative of a particular type. Prompt learners to include each of the signs listed in the unit content.
- Give learners several scenarios to stimulate discussion on the importance of being vigilant. Scenarios should include examples relating to the listed content above.

How abuse may affect children's health, development, self-esteem, wellbeing and later lives.

- Ask learners to work in groups to discuss the effects that abuse can have on different aspects of a child's development. Ask one learner from each group to jot down the outcomes of their discussion against the headings 'health', 'areas of development' and 'welfare'.
- Follow up with a discussion, drawing out learners' knowledge of the effects of abuse, including effects that may happen immediately and effects that are longer term.

That abuse can take place by a range of people who have contact with children to include those working with children, other adults in the home and also adolescents within the child's family.

- Read a number of 'statements' about abuse, some of which are true and some false (myths). Example myths include: 'Perpetrators are more likely to be strangers' and 'Abuse does not happen in early years settings because adults are DBS checked.' Example true statements include: 'Children may abuse other children.' To consolidate what has been learned so far, include general statements, e.g. 'Babies are less likely to be abused' (myth) and 'Abuse can be defined as "sexual" even if there has been no physical contact' (true).

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- Ask learners to hold up a 'true', 'myth' or 'unsure' sign or, preferably, ask them to physically move along a chalk line in the room to indicate their knowledge – whether true/myth/unsure.

Learning aim C: Understand how to respond appropriately to concerns that a child has been abused

Policies and procedures in settings, including policies to protect children, safe working practices, e-policy and whistle-blowing.

- Ask learners to reflect on policies and procedures from an early years setting and then work in small groups to produce 'good practice' guidelines for new learners entering a placement for the first time.
- Learners can then work independently to research policies and procedures from their own workplace setting.
- Use a case study (this could be taken from a published report such as the Vanessa George case review) to stimulate group discussion about the actions that should be taken when there are concerns about a colleague's behaviour.

How to respond appropriately to a child who is disclosing abuse to include remaining calm, providing reassurance, avoiding leading questions and listening carefully.

- Discuss with learners how children may disclose abuse in different situations: when they are playing, during toileting, when they are in a group. Ask learners to work in pairs to discuss what they could say in response and also the body language they should display. Lead a follow-up discussion to share ideas on appropriate ways to respond. Remind your learners that children may also 'hint' that abuse has happened.
- Although role play is not recommended in the delivery of issues surrounding child protection, it could be used to develop learners' understanding of the importance of active listening and positive body language.
- On a whiteboard, write a list of things that adults might say in response, including some 'leading' questions. Ask learners to identify which are leading and which are appropriate.

Why it is important to believe a child, avoid judgements and not jump to conclusions.

- Give each learner a sticky note and ask them to write down how a child might feel if an adult shows that they do not believe the child. Collect the responses and read out each one, adding each note to a display board.
- Give learners another sticky note and ask them what could be the consequences for a child, their family or others if an adult jumps to a conclusion that a child has been abused. Collect responses, reading them out and adding them to a second display board. Discuss the importance of believing the child and passing on concerns to others who will investigate and decide if abuse has happened. Give examples of where signs may have other explanations but emphasise the importance of passing on any concerns.

The reasons why it is important to respond appropriately to concerns.

- Give a case study of a child who has disclosed abuse. The case study should include a description of how the adult responds, including inappropriate actions such as a leading question or showing shock. Ask learners to give feedback on ways that the adult should have responded immediately and the action that the adult should have taken after the disclosure. Follow up by asking learners to feed back their response and give reasons for each action.

Why it is important to follow the reporting procedure of the setting to include reporting to the named person in the setting, careful and factual recording of events including noting times, dates and details of others present, maintaining confidentiality and sharing

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information appropriately.

- Ask learners to work in groups to identify the information that should be included in a report.
- Give learners examples of 'objective' and 'subjective' comments found in a report. Ask them to identify which are appropriate and suggest alternatives for the 'subjective' comments.
- Ask learners to produce guidance for new learners on confidentiality and how information should be shared.

Child protection procedures, including the process of investigation, assessments, Child Protection Conferences, Child Protection Plans.

- Provide learners with a flow chart(s) showing the procedures that would be followed following a report that a child has been abused. (For England and Wales, this flow chart can be taken from the document *What to do if you're worried a child is being abused*, flow charts 1 and 2.) Explain each stage.
- Give learners a case study of a child abuse case (which would involve local agencies including the police, social services and health services). Ask learners to apply the information from the chart to the case study, describing each stage.

Agencies involved at a local level to include police, social services, health.

- Lead discussion on local services that may be involved in child protection.
- Invite speakers from the different agencies above. Ask learners to prepare questions that they can ask during a follow-on question-and-answer session.

How agencies work together in the local area to include developing policies and procedures for safeguarding and protecting the welfare of children.

- Using the previous case study, ask learners to write down the different agencies that are likely to be involved in the case (leaving a space between the name of each agency). Ask learners to draw links between the agencies and write an outline of the ways that they would work together.

The role of outside agencies, including the National Society for the Prevention of Cruelty to Children (NSPCC).

- Organise learners into small groups and ask them to research the roles and responsibilities of the NSPCC and Barnardo's. Ask learners to present information to their peers.
- Ask learners to use the website www.gov.uk/government/organisations/department-for-education to investigate the role of the Local Safeguarding Children Board in investigating serious cases of child abuse. They can go on to look at reports for their own local area on the LSCB website.

The responsibilities of early years providers to comply with current legislation and guidance relevant to home country, including meeting welfare requirements, having policies for child protection, safe recruitment, whistle-blowing, information sharing, data protection.

- Give learners the titles of key current legislation and guidance for own home country and ask them to work independently to research and produce an overview of how each one works to protect children from harm. Produce some 'frequently asked questions' that might be posed by managers of childcare settings, relating to producing policy, recruitment, whistle-blowing, information sharing and data protection. Ask learners to provide answers to each question. Ask learners to feed back and write up the most appropriate answers on the whiteboard (also providing information where necessary). Use the information given to produce a handout.
- Ask learners to return to the good practice guidelines (from the activity carried out at the beginning of this learning aim) and add a reason why the practitioner must

Unit 8: Safeguarding in Early Years

comply with each point, referring to key legislation.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 7: Supporting Children's Personal, Social and Emotional Development*

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Hobart, C., Frankel, J. and Walker, M. (ed.), *Good Practice in Safeguarding Children* (3rd edition), Nelson Thornes, 2009 (ISBN 978-1-408504-91-8)

Provides up-to-date information on safeguarding for childcare workers and their students.

Lindon, J., *Safeguarding and Child Protection 0–8 years: Linking Theory and Practice* (4th edition), Hodder Education, 2012 (ISBN 978-1-444145-48-9)

Provides current information on child protection issues and supports learners with the practical skills required by early years professionals.

Powell, J. and Uppal, E.L., *Safeguarding Babies and Young Children*, Open University Press, 2012 (ISBN 978-0-335234-07-3)

Includes principles of safeguarding practice and current policy and procedures.

Tassoni, P., Baker, B. and Squire, G. (ed.), *BTEC National Children's Play, Learning and Development Student Book 1*, Pearson Education, 2014 (ISBN 978-1-447970-96-5)

This textbook has been written to support the teaching of the Pearson BTEC Nationals in Children's Play, Learning and Development. It contains lots of activity ideas, definitions for key terms/terminology and key information. It will be available in 2014.

Journals

Nursery World (www.nurseryworld.co.uk)

Articles on current issues and developments including safeguarding.

Videos

Barnardo's:

- *Sounding the alarm: protecting children and young people from staff who abuse* – a training video that explores what to do if there are concerns about staff
- *Stay OK* – an animated film that can be used with young children to help them to protect themselves.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.barnardos.org.uk

A voluntary organisation working with vulnerable children.

www.gov.uk/government/organisations/department-for-education

Publications that can be ordered or downloaded from this site include *Early years foundation stage (EYFS) framework*, *Working together to safeguard children* (2013), *What to do if you're worried a child is being abused* (2006), and *Safeguarding disabled children* (2009).

www.kidscape.org.uk

A voluntary organisation that works to empower children to protect themselves.

www.nspcc.org.uk

A voluntary organisation working to safeguard children. Their website provides information on current legislation and relevant guidance, and resources including training materials.

www.safenetwork.org.uk

A website providing child protection information for organisations that provide children's activities outside the home, for instance dance classes and holiday clubs.

Unit 9: Observation, Assessment and Planning

Delivery guidance

Learning aim A examines the importance of observation, assessment and planning in work with children. It focuses on how observations can provide information for parents and carers as well as help childcare professionals develop an understanding of children's needs and interests. Your learners will understand how observations are used to inform planning, formative assessment, summative assessment and the Early Years Foundation Stage Profile. They will also see how observations are used to identify stages of development and track children's progress, as well as noting their likes, preferences and current interests. This information is vital for effective planning. Your learners will consider specific issues surrounding observations, for example, permission, confidentiality and participant bias. Avoiding participant bias is especially important if observations are to present a true picture of a child's development.

As learners on placement will have noticed, observations are fundamental to practice. Observations need to be presented in a clear and accessible way in order to be of value. Learning aim B looks in detail at a range of observational methods and approaches and their purpose, as well as giving an insight into some of the practical methods used in early years settings today. Selecting an appropriate observational method is a vital skill for early years practitioners if they are going to gather suitable information to base their planning on. Learning aim B also looks at presenting observations in order to put them into context for effective interpretation and evaluation.

In learning aim C learners identify children's interests, preferences and developmental progress from what has been observed, relating this to planning and theories of play and development. By relating observations to theory, practitioners can gain a deeper understanding of children's development or patterns of behaviour. For example, through observation a practitioner may recognise patterns in a child's play that relate to Piaget's theory of schemas. This information can then be used to support play, learning and development through planning. The final section of this learning aim deals with issues around atypical development and will enable learners to understand what to do if they suspect that a child is not developing as expected.

In learning aim D learners create, implement and review activity plans for children. These are essential skills in providing high-quality learning opportunities for children and to ensure that all children are encouraged to participate fully. This learning aim looks at creating appropriate plans for children's play, development and learning, as well as how to review plans to consider next steps. In order that learners can develop their observation skills, you should set up practice observations in their placement or in the classroom using film clips.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 9: Observation, Assessment and Planning
<p>Introduction</p> <p>Ask the learners to think about why and how practitioners observe children and what happens to the information gathered in such observations. Conclude that observations underpin practice and are essential for quality practice.</p>
<p>Learning aim A: Understand the importance of observation, assessment and planning in work with children</p> <p><i>The importance of observing and assessing children to include: providing information for parents and other professionals; understanding children's needs and interests; tracking children's progress in relation to normative development and curriculum outcomes; planning for next steps and shaping learning opportunities; understanding when a child is in need of additional support.</i></p> <ul style="list-style-type: none"> Ask learners to create a mind map of observations, their purpose and value, and which aspects of practice they relate to. The mind map should illustrate the ways in which observations underpin all aspects of practice and it can be referred to and amended throughout this unit. Ensure all aspects of the unit content are explored. <p><i>How observations and assessments are used, to include informing planning: for formative assessment; for summative assessment; for current assessment requirements relevant to home country.</i></p> <ul style="list-style-type: none"> Explore how observation and assessments are carried out and what happens to the information gathered. Ask learners to find out from their placements what sort of information is being looked for when observing children and how this information is used to inform the setting's planning. <p><i>The importance of parental involvement in ongoing observation and assessment, including: recognising parent/carers as partners in care and education of the child; finding out about what the parent/carer has noticed about the child's interests and development at home; discussing children's progress.</i></p> <ul style="list-style-type: none"> Lead a class discussion on the importance and value of parental involvement in the planning and assessment process. Ask learners to create a leaflet for parents that contains information about observations and assessment processes, highlighting the importance and value of parental involvement and of discussing children's progress with the parents or carer. <p><i>Other issues to consider when observing and assessing children, including permission, confidentiality, participant bias.</i></p> <p><i>The need to ensure planning reflects children's developmental stage, play and learning needs, including to ensure children's needs and interests are met, meet curriculum requirements and help organise a stimulating environment.</i></p> <ul style="list-style-type: none"> Split the learners into two groups and ask them to create two case studies: one to focus on permission, confidentiality and participant bias, the other on meeting children's developmental needs, interests and curriculum requirements. Ask the learners to discuss their case study in their small group and then share their ideas as a whole group.

Unit 9: Observation, Assessment and Planning

- Jointly create two checklists of good practice, one relating to carrying out observations and the other relating to effective planning.

The requirements of the relevant framework/curricula for planning, to include the creation of plans that ensure that all parts of the curriculum are being delivered, with a balance of adult-directed and child-initiated play.

- Working in small groups, provide the learners with copies of example plans and a copy of the Early Years Foundation Stage guidance. Then encourage them to identify which areas of the framework are included in the plan.
- Ask the learners to extend the plan to include both adult-directed and child-initiated activities.

Factors that influence planning, including: observations of children; Early Years Foundation Stage (EYFS); discussions with key person, colleagues and parents/carers and children.

The range of methods that might be used in the early years sector to plan for children's development, to include: a planning cycle; short-term and long-term planning; continuous provision sheets.

- Using sticky notes, ask each learner to identify a factor that may influence planning. Use their ideas as a stimulus for further discussion in the classroom.

The importance of planning to meet children's additional needs and support their development, including individual education plans which include strategies for the additional support required compared to that provided for other children of the same age.

- Provide the learners with two case studies, one of a child who is below the expected norms of development and one of a child who is above. Also provide learners with example plans and ask them to address differentiation by modifying the planning, either by simplifying an activity or extending it in order to meet the developmental needs of the children in the case studies.

The importance and value of reviewing plans and planning methods, to ensure that each child's interests, strengths and individual needs are reflected, taking into account cultural differences and family circumstances, and that planning reflects the curriculum being used.

- Show the learners a film clip of a child with additional support needs, then ask them to create a plan that would support the child's needs and development. Use these plans to stimulate discussion about the importance of updating plans to ensure their effectiveness.

Learning aim B: Be able to carry out and record accurate observations of children

Observational methods, including: a checklist; time sample; narrative methods; target child observation; digital recordings.

- In small groups, give learners different observational methods to evaluate.
- Ask them to share their ideas with the whole group, identifying the key features of their observational method.

Non-contemporaneous ways to gain information, including: event sample observation; a sociogram; gaining information from parents/carers and others.

- Lead whole-class discussion on ways of obtaining information about children (other than direct observation). Compare these ways with the observational methods outlined in the previous activity.

How to select the appropriate observational method(s) for your purpose, to include: knowing what information you need to collect; how focused the observation needs to be; the reliability of the method.

Unit 9: Observation, Assessment and Planning

- Briefly recap the range and types of observational methods to the group. Split the class into two groups and provide both groups with materials to carry out an investigation, e.g. appropriate textbooks, internet access.
- Ask group 1 to investigate the range of different observational methods, creating a brief description of each method, its key purpose and its main advantages and disadvantages.
- Ask group 2 to investigate non-contemporaneous ways to gain information, creating a brief description of each method, its key purpose and its main advantages and disadvantages.
- Ask the groups to present their findings to each other and vote for which method they think may be most useful for the following purposes:
 - to check a child's all-round physical development
 - to understand reasons for aggressive behaviour
 - to assess a child's concentration span
 - to check a child's social development
 - to establish a child's particular interests and preferences.
- Ask learners to explain their choice of observational method for each purpose listed above.

How to present records of observation, including: age of child; number of children/adults present; the context and type of activity.

- Give learners examples of observations that do not have any context attached to them, e.g. no details of the type of activity, age of child, adult engagement. Highlight the difficulty in evaluating observations that are not set in context.
- Ask learners to identify what information they would need in order to be able to make an effective evaluation of the observation and to create a checklist or observational front sheet for use when carrying out their own observations.
- Ask learners to carry out a narrative observation of a child of their choice engaged in play for approximately 15 minutes.
- Ask learners to carry out two further 15-minute observations using different methods other than a narrative. These observations can be of children of any age engaged in play.
- Encourage learners to evaluate the two further observations against the information gained in the narrative observation. Ask them to consider the amount of information they gained about the child in each observation. Highlight the importance of selecting the most appropriate method for carrying out observations.
- Ask learners to identify five key things to remember when carrying out observations, e.g. confidentiality and the importance of accuracy and detail.

Different observational methods used by settings to provide evidence of children's progress, including photographs, sticky notes, children's work products.

- Ask learners to arrange themselves in small groups. Get each group to create a mind map showing all the different observational methods they have seen in the settings they have worked in. Feed back to the whole class and lead a discussion evaluating each of these methods, to include when they might be used and for what purpose.

Unit 9: Observation, Assessment and Planning**Learning aim C: Be able to make accurate assessments from observations of children**

How to identify a child's stage of development from observations, to include: making links to developmental norms and drawing conclusions about the extent to which the development observed relates to the expected development; recognising the need for additional support.

- Display a range of example observations of different stages of development around the room.
- Give out sticky notes and ask learners to decide on the child's stage of development in each example, making reference to the developmental norms framework; they should write the stage of development on the sticky note and attach it to the observation.
- As a whole group, identify the correct stage of development in each observation and discuss whether the child's development relates to the expected norms and whether any additional support might be needed.

How to identify children's needs, interests and preferences from what has been observed, including: noticing with what or with whom the child spends most time; the child's level of concentration.

- Show film clips of children engaged in a range of activities.
- Ask learners to identify children's needs, interests and preferences from what they observe. Encourage them to compare their ideas and justify their answers.
- Encourage learners to identify the ages and stages of development of the children they observed as part of the activities in learning aim B. Ask learners to justify their ideas by matching what they have identified against suitable frameworks for developmental norms.

How to record assessments of children.

- Divide the learners into small groups, giving each group a different method of observation, for example, narrative, target child, time sampling and checklist. Ask them to find out how their method works and what its advantages and disadvantages may be. You may need to direct learners to appropriate internet sites or provide them with appropriate written material to complete this task. Encourage the learners to share their findings with the whole group and collate a list of methods, with descriptions and possible advantages and disadvantages. Use this for the next activity.
- Provide the learners with a range of brief scenarios focusing on different areas of learning and development. Encourage the learners to match the most appropriate method of observation to each scenario, identifying the reasons for their choice.
- Encourage the learners to think about how observations are carried out ethically.
- Ask the learners to find out how their placements most commonly record assessments of children, both formally and informally, and what happens to the observations that are made. Learners should be prepared to feed back what they have found out when back in the classroom.

How to relate what has been observed about a child's progress to the planning of activities and experiences in the setting, including: identifying the area(s) of the curriculum framework that the observation relates to; using the framework to consider what to provide next for the child to progress.

- Ask learners to plan a suitable activity based on observations made from a film clip, and to present their ideas to the whole group with a rationale for their chosen activity.

Unit 9: Observation, Assessment and Planning

How to relate theories of play, learning and development to what has been observed, including: identifying which theory of play, learning or development links to what has been observed; explaining why this association has been made.

- Lead a discussion on a range of theories of play and development.
- Divide the learners into small groups and give out observations for the groups to analyse. Ask them to identify any of the theories of play and development discussed in the previous activity.
- Encourage the learners to justify their ideas.

What to do if atypical development is suspected, to include: the reporting process outlined in the setting; types of evidence; working closely with parents/carers and other professionals to facilitate early referrals.

- Lead class discussion outlining the reporting process to be followed in a setting if an early years worker thinks that a child is not developing as expected.
- In small groups, ask learners to role play the member of staff reporting their concerns about a child's development following routine observations. Encourage the learners playing the practitioner to give reasons for their concerns.

Learning aim D: Be able to create, implement and review activity plans for children

How to create appropriate activity plans for children's play, development and learning, to include: the purpose of and rationale for the activity; links to the curriculum; role/involvement of the early years professional; types of resources; discussions with key person, colleagues, parents/carers; health and safety risk management.

- From observations in placement and with the support of their supervisor, ask learners to create a plan for an appropriate activity that would support children's play, learning and development. Ensure that all aspects of the unit content are covered.
- Encourage learners to share their plans as a whole group and to justify the choice of activity/experience planned.

Formats for recording planned activities, to include formats used by different settings, with links to the curriculum, role of the adult.

- Ask learners to investigate the planning formats used in their placement setting and to bring an example of a planning format to share with the whole group.
- As a whole group, ask learners to evaluate the range of planning formats, identifying the advantages and disadvantages of each one.

How to implement activity plans, including: how to encourage children's participation; how to support and extend children's learning and thinking, including sustained shared thinking; providing opportunities for children to talk; making the activity enjoyable; adapting the activity if children are not engaged.

- Ask learners to carry out their planned activity in their placement. Ensure that all aspects of the unit content are considered and acted upon.
- Using this as the basis of class discussion, encourage learners to reflect on their experience of implementing an activity.

How to review plans and planning methods, to include: evaluating the effectiveness of the activity in supporting children's play/learning/development; what was less successful; considering children's views; planning the next steps with key person, colleagues, parents/carers.

- Ask learners to reflect on how their planned activity went, identifying what went well and not so well, what they would do differently next time, and what would be the next steps for the child.

Details of links to other Pearson BTEC units and qualifications, and links to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 1: Child Development*
- *Unit 2: Play and Learning*
- *Unit 11: Reflective Practice*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills listed in Form CPLD 1 in the Practical Evidence Portfolio:

- Set up and maintain interesting and attractive areas/activities: 28–40
- Support children's learning in areas/activities: 41–56
- Support outdoor play and learning: 57–60
- Observe, assess and plan for children aged from birth up to 1 year, 11 months: 85 and 86
- Observe, assess and plan for children aged from 2 up to 4 years: 96–98

Learners must record evidence for criteria 3B.P3 and 3D.P6 on Form CPLD 2 in the Practical Evidence Portfolio, together with their comments and reflections on their strengths and areas for improvement.

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Barber, J. and Paul-Smith, S., *Early Years Observation and Planning in practice*, Practical Pre-School Books, 2010 (ISBN 978-1-907241-13-0)

This guide covers all the key aspects of planning and observing that affect those in practice, including how to assess and observe children, put children at the heart of your planning, link observation to planning, and plan for the Early Years Foundation Stage. Also contains a CD with form templates.

Hobart, C., Frankel, J. and Walker, M. (ed.), *A Practical Guide to Child Observation and Assessment* (4th edition), Nelson Thornes, 2009 (ISBN 978-1-408504-88-8)

This book gives guidance on observing children, the aims and purpose of observations, and the range of observational methods available.

Tassoni, P., Baker, B. and Squire, G. (ed.), *BTEC National Children's Play, Learning and Development Student Book 1*, Pearson Education, 2014 (ISBN 978-1-447970-96-5)

This textbook has been written to support the teaching of the Pearson BTEC Nationals in Children's Play, Learning and Development. It contains lots of activity ideas, definitions for key terms/terminology and key information. It will be available in 2014.

Journals

Early Years Educator (www.earlyyearseducator.co.uk)

Nursery World (www.nurseryworld.co.uk)

These journals contain articles about approaches to observation, assessment and planning for play and development.

Videos

Siren Films (sirenfilms.co.uk)

Produce DVDs with commentary illustrating aspects of children's play, learning and development.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Unit 10: Supporting Children's Literacy and Numeracy Development

Delivery guidance

This unit looks at how children develop literacy and numeracy skills between the ages of 2 and up to and including 5 years.

Learning aim A focuses on understanding children's literacy development and looks at the importance of speech and language to the development of literacy skills. It then breaks literacy down into reading and writing and examines how children develop skills in these areas through linking sounds and letters, mark making activities and recognising simple words. Learners will also explore the kinds of experience that children will need to have in order to be ready to learn to read. The learning aim introduces the importance of engaging young children's interest, providing a language-rich environment and phonemic awareness, as well as activities and experiences that children will need to be exposed to.

Learning aim B explores how early years professionals can support children's literacy development and looks at the link between learning to read and learning to write. It stresses the importance of a variety of experiences through music, storytelling, role play, story CDs and so on. Learners will need to have a basic knowledge of different theoretical approaches to learning to read and understand the usual sequence by which children do this. They will also need to know that writing is a developmental process and children will need to have skills in a number of areas in order to be proficient, for example fine and gross motor skills, handwriting skills, and knowledge of phonics and grammar. Your learners will need to know the importance of providing stimulating and purposeful experiences and materials for children, as well as a supportive environment, be this indoor or outdoor, so that children are able to reach their potential.

Learning aim C focuses on understanding children's mathematical development and the link between early experiences and their contribution to later mathematical understanding. It explores the way in which mathematical development is linked to the development of cognitive skills, which learners will have looked at in *Unit 1: Child Development*. Learners will understand how mathematical skills develop and the importance of practical experiences. Explore with your learners the importance for children of the early experiences of sorting, ordering and making patterns, as well as the acquisition of mathematical language, and the consequences of gaps in their learning and lack of confidence. Knowing how mathematical skills develop is crucial to teaching, to ensure that skills are consolidated before children move to the next level.

In learning aim D, learners look at how to support children's mathematical development in a variety of ways. They discover the importance of focusing on children's understanding and development of mathematical language, and using opportunities to review and reinforce existing concepts. This is important as there are many aspects to mathematics and children will need plenty of revision in order to consolidate their learning. Your learners will understand how to model using mathematics, relating their teaching to children's experiences in ways that are meaningful for children. They will know how to provide direct experience of mathematics through everyday experiences, as well as through using interactive computer programs. Learners will demonstrate an enthusiasm for mathematics and encourage and praise children in order to develop their confidence. This may include examining and discussing their own ideas about mathematics.

Learners completing this unit should have the opportunity to work with children in different settings in order to observe the way in which literacy and mathematical concepts are taught and to support children's learning. In this way they will be able to gather more background knowledge for the unit.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 10: Supporting Children's Literacy and Numeracy Development

Introduction

Ask learners to talk about their feelings and experiences of literacy and mathematics. Many of their ideas will be based around their earliest experiences – what effect has this had on their own development when learning to read and write and to use mathematics?

Learning aim A: Understand children's literacy development

The importance of speech and language and how they contribute to the development of literacy, to include how children: make the link between spoken sounds and the written symbols; understand the meaning of words; recognise the structure of sentences.

- Ask learners to define what we mean by 'speech' and what is meant by 'language'.
- Invite a speech and language therapist to come in and speak to the group. Explore how we use speech to distinguish between sounds, how we use language for communication and thinking, and what this means for the development of reading and writing skills. Ensure your learners have questions prepared to ask your visitor.

How literacy in the early years is broken down into specific areas, to include: reading; writing.

- Ask learners to brainstorm on either side of a large piece of paper the different skills that children need to have in order to be able to read and write, then discuss these as a group.

How children develop skills in reading and writing, including linking sounds and letters, making marks, recognising simple words and understanding simple sentences.

- Linking this to the activity above, ask a local early years practitioner to speak to your learners about the ways in which these skills are developed in their classroom. Ensure that they speak to learners about the role of these early experiences in the children's literacy development.
- Ask learners to consider the way in which reading and writing skills are developed in their own setting and evaluate the effectiveness of the different experiences in children's literacy development.

The importance of engaging young children's interest and curiosity in books and written materials, including: understanding that in the English language print runs from left to right and from top to bottom; experiencing handling books and written materials; interactive computer programs that encourage and reinforce phonic awareness.

- Ask learners to bring in a favourite childhood book and to talk about why it is important to them. Use a class discussion to see what learners can remember about their early experiences of books.
- Discuss the importance of motivation, and how children need to learn how to handle books or other printed materials and understand that print usually runs from left to right and from top to bottom. Cover common questions or misunderstandings that children have, such as turning the page to see the rest of the picture or asking why a person has no feet if a close-up of a person has been illustrated.

Unit 10: Supporting Children's Literacy and Numeracy Development

- Discuss the group's experiences of using computer programs that encourage and reinforce phonic awareness.

The importance of a language-rich environment for literacy development and how this may be achieved, including: clearly headed and labelled displays and word banks at children's level; labelling activities; different areas in the setting for reading and writing activities.

- Discuss the benefits and importance to children of having environmental print in the setting. You may need to bring examples of environmental print or show photos from books on display.
- Ask learners who are on placement to bring in photos of positive examples of the kind of language and print displayed in their learning environment.

The importance of phonemic awareness in learning to read as children will be able to recognise that words are made of individual speech sounds and be able to segment words into component sounds (phonemes), which is required before they can associate written symbols (graphemes) with sounds.

- Explore with learners the different cues that children use when they are learning to read (phonic, picture, context, whole language). Lead a discussion on phonemic awareness relative to the other skills of reading and its importance. For example:
 - What is the importance of phonemic awareness relative to other skills of reading?
 - Discuss how each cue contributes to a child's ability to learn to read.
 - Lead a debate for and against having pictures in children's reading books.

Activities that support reading skills, such as: learning rhymes; matching and sequencing activities; sharing stories; recognising letter shapes in the environment.

- Give learners some examples of short rhymes or tongue twisters that contain similar sounds. Ask them to try them out in pairs and discuss how hearing sounds in these contexts can support children in learning to read.
- Look at a film clip of an adult and child or children sharing a story together. Ask learners to list the benefits of what is happening during the session.

Activities to support writing skills, to include: mark-making using a range of materials; gross motor movements; painting and drawing; fine manipulative play/hand-eye coordination.

- Ask learners to think about whether the following will support the development of writing skills and why:
 - working with play dough
 - learning action rhymes
 - using a variety of materials such as chalks, paintbrushes and pencils
 - threading and cutting activities using construction toys such as Lego® and Duplo®.

Learning aim B: Understand how to support children's literacy development**Reading**

The need to encourage early reading development by providing frequent opportunities to engage babies and children in stories and rhymes, pointing out pictures and words linked to actions that carry meaning.

Using a book of nursery rhymes or working from memory, ask learners to pick out how many have corresponding actions. Ask learners to consider how these might encourage early reading development.

Unit 10: Supporting Children's Literacy and Numeracy Development

Understand the need to provide a variety of activities to support the development of literacy skills through music, storytelling, role play, story sacks, puppets, story CDs, circle time and small world.

- Ask your learners to look at the different activities that are available in their setting on any given day to support the development of literacy skills and point out how each one does this, reporting back to the group.

How settings might plan and organise their provision to deliver the curriculum frameworks through meaningful and purposeful practical activities that encourage the development of reading and writing skills in a language-rich environment.

- Looking at a range of plans from different settings, discuss the different ways in which literacy provision is organised so that the curriculum is delivered effectively through purposeful and meaningful practical activities.

The different theoretical approaches to helping children to learn to read, to include when to begin, synthetic and analytical phonics, 'look and say', whole language/apprenticeship.

- Introduce the different theoretical approaches to reading and allow time for learners to discuss and look at their similarities and differences.
- Ask learners to prepare a 'Guide to learning to read' that explains these approaches and shows how different methods may suit different children.
- Ask learners to work in groups to look at the advantages and disadvantages of the different approaches and talk about which they have used in their setting.

The usual sequence by which children learn to read, to include: recognising the link between the verbal and visual word; recognising own name; using pictures as cues; book conventions; phonetic awareness; retelling stories; building a visual vocabulary.

- Give learners a children's book in another language to look at (these are available in local libraries). Ask them what they can work out about the story from the book, by looking at pictures and talking about it with others. Is the book in a language in which your learners can recognise some sounds? Is there any repetition in the text? Could they guess what the story is about? Emphasise the importance of all of these cues and how experience at handling and talking about books will all support children's reading development.

Why early years professionals need to role-model reading books and writing so that children will see reading and writing skills being used and the pleasure gained.

- Lead a class discussion with learners to look at why it is important for children to see adults reading and writing for pleasure and the effects when this does not happen. Ask them to come up with ideas of ways that early years professionals could incorporate this in their setting.

How to choose appropriate books for children at different ages and reading levels by getting to know the children's interests and preferences, which may include picture books and stories, fiction and non-fiction books.

- Give learners a range of children's books to look at, from simple board books to non-fiction books and story books for older children. Ask them to look at the features of the different books and why it is important for children to be exposed to a range of texts. (Some examples are given in the resources section later in this unit of the Delivery Guide.)

How to create stimulating experiences and activities that encourage reading, to include: matching activities; sound snap; group story time.

- Ask learners about the most stimulating experiences and activities they have seen in their settings that have supported and encouraged children who are learning to read. Divide your learners into groups so they can experience playing sound snap

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and matching activities. Can your learners think of other activities that would encourage reading?

How to demonstrate using phonics to decode words using large book or whiteboard.

- Invite one or two of the group to demonstrate how phonics is used to decode words using one or both of these media.

How to share books with children encouraging them to use pictures as cues, decode words using phonic knowledge and recognise common, irregular words.

- Ask learners to watch an experienced practitioner supporting a child's reading. As they do so, the learners should list the ways in which the practitioner encourages and helps the child to gain confidence, focusing in particular on how they decode words.
- Ask learners to work in threes and read to one another as a role play activity with one as a child, one as a practitioner and one as an observer. Ask them to consider:
 - time and place (where and when they would hear the child read)
 - child's ownership of the book
 - giving children the space to decipher text using phonic knowledge and picture cues
 - discussing text with children and asking how they have decoded any words which are guessed
 - supporting the child's understanding by asking questions about the text.

Writing

The importance of encouraging early mark-making and writing development by understanding that words convey meaning, making marks as symbolic representations of thoughts and experiences, using paint, sand, large markers and crayons in either hand and in any direction.

- Have a practical session with your learners which includes the opportunity for them to use resources such as paint, sand, water and large brushes outside, large markers and chalks/crayons.
- Ask your learners to look at some of the ways in which early mark-making is encouraged in their setting and how these early experiences support writing development.

The link between learning to write and learning to read – they are interrelated and children need a wide range of literacy experiences to support the development of each – to include: sand play; role play; painting; story sacks; print making; patterns; storytelling; poetry; music; drama; cutting and sticking.

- Looking back at the activity that learners completed in learning aim A (identifying the range of skills needed for reading and writing), ask them to consider how these skills and experiences might be interrelated to incorporate both reading and writing. Follow up with a discussion.

The development of handwriting, to include pencil grip and the importance of fine motor movements and hand-eye coordination.

- Look at the different ways in which children develop skills to support handwriting in the early years (development of fine and gross motor movements, outdoor play to strengthen muscles, activities that encourage children to use their fingers). Show some photographs of children engaged in activities that will allow them to control and strengthen their hands and upper body, and ask learners to say how these will help the child's development for handwriting. Emphasise the importance of hand-eye coordination as well as being able to hold a pencil correctly.

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- Ask learners on placement to look at some examples of how children are developing their handwriting skills.

How to model the correct formation of letters and numbers in the setting so that they conform with the setting's policies.

- Ask learners to bring in their setting's literacy and mathematics policies, which should cover the formation of letters and numbers. How does their setting ensure that all early years professionals conform with the policies?

The usual sequence by which children learn to write, to include: mark-making; emergence of letters; ascribing meaning to marks; applying grapheme/phoneme knowledge.

- Ask learners on placement to bring in examples of children's developmental writing and/or ask for examples of writing at different stages from a school or nursery with which you have links. Ask your learners to look at the different ways in which children's writing develops and see whether they can sequence the samples.

The importance of giving children reasons to write for a purpose, as this is motivating.

- Show a film clip of an adult introducing a writing activity to children. The activity should give the children a clear purpose for writing, for example, a list of names for fruit or an appointment book in a role play area. Ask learners to plan a series of activities for their preferred age group which give the children a reason to write. If possible, ask learners to carry out these activities in their placement and give feedback to the group. Learners will need to think about gender issues here; they should consider how to engage boys in writing activities.

How to create stimulating experiences and activities that encourage writing development, including: mark-making activities in sand; practising using different pens and brushes; play activities such as writing shopping lists in the children's role play area.

- Expand the activity above by asking learners to think of some activities for different age groups that will stimulate them and encourage writing development.

How to support left-handed children, including encouraging them to find a comfortable grip and providing resources to support left-handers.

- Ask any left-handed learners to share their experiences of what was and was not helpful to them when learning to write.
- Discuss whether any of your learners have had experience of left-handedness being 'corrected' as children, by being told to write with their non-preferred hand. How has this affected their handwriting?
- Research with learners the kinds of resources and support available for left-handed children.

When early years professionals may need to scribe for children to write down their ideas, including when children are starting to learn to write and in shared writing activities.

- Consider with learners the value of the following:
 - asking children to trace over letters
 - writing down ideas for children and allowing them to copy beneath
 - copying handwriting to develop handwriting skills and joins.

The importance of recognising that some children may be learning another language

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and script at home, and of valuing mark-making derived from different scripts.

- Discuss the above statement as a group and consider why it is important to value mark-making from different scripts. Ensure, however, that learners are aware of the importance of assessing children's skills in English as outlined in the Early Years Framework.

Learning aim C: Understand children's mathematical development

The importance of understanding the link between early everyday mathematical experiences and their contribution to future mathematical understanding of number, measurement, shape and space, and pattern recognition.

- Ask learners to consider what is meant by 'early mathematical experiences' and why they are important.
- Invite an early years practitioner to talk to the group about the kinds of mathematical experience that are important in the development of very young children.

The links between continual interaction and communication, particularly in the use of traditional and improvised rhymes and songs crucial to the development of numeracy and based on counting, positional language and pattern recognition.

- Talk to your learners about the importance of language in the development of mathematics and why children need to be exposed to rhymes and songs that contextualise the use of numbers, positional language and recognising patterns.

The links to cognitive development, including the need for children to have concrete experiences before moving to the abstract.

- Ask learners to revisit what they know about cognitive development and the importance of play. See whether they can identify links to early mathematical experiences, for example carrying out simple sorting activities, counting songs, linking numbers to objects, and pouring and filling.
- Outline the theory of mathematical development, including how children develop understanding of conservation of number as they pass through four stages according to Piaget's theory.
- Introduce the four stages of Piaget's theory and how they relate to conservation of number. Discuss how this can help learners with planning for children.

How mathematics in the early years is broken down into numbers and space, shape and measures. The importance of knowing the sequence for counting and understanding numbers and calculating.

- Brainstorm these two areas and ask learners to identify what children need to be able to do. Then ask them to check against the framework for the Early Years Foundation Stage.
- Ask your learners to discuss in their settings the sequence in which mathematics is taught and why this is important.

The need to employ a range of strategies for developing mathematical skills including to improve counting from one to 20, placing in order, adding and subtracting single digit numbers, and describe the shape and size of 3D (solids) and 2D (flat) shapes.

- Ask learners to feed back to the group about some of the different activities that are carried out in their settings to develop mathematical skills.
- What types of activity do your learners consider the most effective? Why?
- The importance of early mathematical skills, including one-to-one correspondence, matching, pattern making, counting, the concept of the

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empty set 'zero', sorting, ordering, recording.

- Explore these mathematical skills with learners, using a range of mathematical resources.
- Ask learners to think about how these experiences are a foundation for higher-level mathematical skills.

The need for children to acquire mathematical language, including 'more', 'less', 'greater', 'smaller', 'heavier', 'circle', 'in front of', 'inside'.

- Look at examples of mathematical language and discuss ways in which it can be developed in children while carrying out learning activities.
- Ask learners to consider the importance of mathematical language and why it is critical to the development of children's understanding.

The importance of children's confidence and how early years professionals can influence this by giving positive and fun activities and experiences, and providing reinforcement and positive interactions to consolidate children's mathematical development.

- Show a film clip of an adult working with a group of children on a mathematical activity, asking learners to observe and note down ways in which the adult builds the children's confidence. (See the Resources section later in this unit of the Delivery Guide for suggestions.)
- Ask learners to think about their own feelings surrounding mathematics and how their confidence has been affected by both positive and negative experiences.

Learning aim D: Understand how to support children's mathematical development

The importance of supporting early experiences of mathematics through play and learning activities, providing the basis for understanding concepts such as number, measurement, shape and space, pattern recognition.

- Ask learners to plan a mathematical activity or series of activities for a child or group of children who are known to them. Ask them to give reasons for what they have planned and to show how the activity provides a basis for understanding a mathematical concept.

How to support these early experiences by providing commentary, questioning, repetition, praise.

- Ask learners on placement to observe an adult supporting children during a mathematical activity and to note down how many times the adult uses commentary, questioning, repetition and praise, and how effective this is. Ask them to also note how the adult encourages children to have a go for themselves rather than giving them solutions in their learning. Discuss learners' experiences within the whole group.

How settings might plan and organise their provision to deliver the curriculum framework through meaningful, purposeful, practical activities, encouraging the use of mathematical language, problem solving and prediction.

- Invite an early years teacher and/or a teacher of pupils in Year 1 to speak to learners about how they plan and organise mathematics provision in their school or setting, and show how the activities are purposeful and meaningful to children. Ask learners to prepare questions to ask your visitor about how they encourage the use of mathematical language, problem solving and prediction.

The importance of linking activities to the child's experience, to include learning through play, as this will make learning meaningful for them, e.g. number names, one-to-one correspondence, matching and ordering, recognising patterns, shapes and simple

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measures.

- Ask learners who are on placement to look at the different ways in which mathematical concepts are developed through play in their setting and to report back to the rest of the group.
- Give learners some examples of different early years topics and ask them to consider how they could plan mathematical experiences that tie in with other areas of learning.

How to give direct experience of mathematics through everyday activities, to include: counting rhymes; playing simple board games; cooking; matching socks; setting the table; making patterns; recognising numbers and patterns in the environment.

- Bring in some board games, such as snakes and ladders or ludo, for learners to play. Ask them to explore some of the ways in which they are using mathematical skills while playing the games.
- Give each group of learners a large sheet of paper and ask them to think about ways in which adults can provide direct experience of mathematics, both within and outside the setting.
- In groups, ask learners to devise a number song/rhyme in a mathematical context.

Ways to check that children understand the purpose of the activity, to include: asking questions; modelling; observing children's reactions.

- Give learners two activities to carry out – one in which the purpose is clear and one in which it is not. How did they feel while carrying out the two activities? Ask learners to consider why it is important that children understand the purpose of an activity, and to explore ways in which they can ensure that children are clear about why they are carrying out activities.
- Look at a film clip of an adult supporting a group of children carrying out a mathematical activity. Ask learners to observe:
 - how well the adult ensures that children understand the purpose of the activity
 - how the adult allows time for children to process new concepts (see below)
 - in what other ways the children benefit from adult support.

The importance of allowing children sufficient time to process new concepts or information, as young children need time to be able to think through what they need to do.

- Ask learners to work in pairs and to give each other written information about how to do something that they have not done before. Then, after a short time, take the information away and ask learners to question their partners about what they have just read. How do the learners being questioned feel? Could they answer the questions? Do they feel panicked, frustrated, confused, confident, pleased about their ability? Relate this activity to how a child might feel if not given sufficient time to process new concepts or information.

The importance of early years professionals demonstrating a good command of the English language in spoken and written form, and using the correct mathematical terms when explaining activities, avoiding confusion.

- Ask learners to discuss the following statements as a group.
 - 'I don't see why I should have a particularly good level of written English – I am working with children who are under 5.'
 - 'Some of the children's parents speak the same way I do and it is easier for the children to understand.'
 - 'It is more important to give children care and support rather to speak to them in a particular way.'

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The role of early years professionals in supporting children's mathematical understanding through questioning children, to check their understanding and support them in selecting resources available to help them, rather than focusing on completion of the task or the answer.

- Conduct a whole-group discussion with your learners about the reasons for this statement.

The role of early years professionals in modelling mathematics, to include counting aloud and pointing out numbers on till receipts, tickets, number plates, signs, selecting coins, making purchases.

- Ask learners to brainstorm ways in which we use mathematics in our everyday lives (for example, how have they used mathematics today?). Consider how much of this is observed by children and how we can ensure that we relate what they are learning to their experiences.

How to explain and reinforce the use of mathematical language by providing a commentary or talking through what children are doing to familiarise them with vocabulary.

- Ask learners to consider how we can reinforce language for children in the learning environment.
- Looking again at the film clip used earlier, ask learners how the adult uses and reinforces mathematical language.

Using interactive computer programs that encourage and reinforce mathematical concepts, as these help to engage children.

- Give learners a variety of computer games to explore during a session and ask them to evaluate them. The BBC website has a good selection. www.bbc.co.uk/schools/websites/4_11/site/numeracy.shtml. Ask learners to feed back to the group on why the good computer programs were successful and how the unsuccessful ones could be improved.

The importance of working with parents and carers to encourage enjoyment of mathematics, including providing information about ways in which parents and/or carers can support their children.

- Invite an early years worker or teacher to speak to learners about how they work with parents in their setting to develop and encourage an enjoyment of mathematics, and why this is important. This could be linked in with the visitor session in learning aim C.
- Ask learners who are parents themselves to talk to the group about how their children's schools or settings have shared information about mathematics and encouraged their children.
- Ask learners to produce a leaflet that could be given to parents providing information on ways to support their child with mathematical development.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 1: Child Development*
- *Unit 2: Play and Learning*
- *Unit 5: Working with Parents and Others in Early Years*
- *Unit 6: Supporting Children's Speech, Communication and Language*
- *Unit 9: Observation, Assessment and Planning*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Set up and maintain interesting and attractive areas/activities: 28, 29, 37, 39
- Support children's learning in areas/activities: 41, 42, 43, 49, 52, 53
- Support the practical learning of children aged from 2 up to 4 years through activities and interactions for mathematics: 87–90
- Support literacy: 91–95
- Observe, assess and plan for children aged from 2 up to 4 years: 96–98
- Skills for work with children aged from 4 up to 8 years in a classroom environment: 99–102

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Literacy resources

The following children's books may be useful for learners to look at to show the different ways in which children are involved and the different cues they may use.

Ahlberg, J. and Ahlberg, A., *Each Peach Pear Plum*, Puffin, 2011
(ISBN 978-0-141502-52-6)

This book uses poetry to encourage children to predict the next word and pictures to encourage children to talk about what is happening.

Campbell, R., *Dear Zoo*, Macmillan Children's Books, 2010
(ISBN 978-0-230747-72-2)

This book is basic, repetitive, catchy and easy for children to participate with. It is always very popular and helpful for children when learning to read as they can predict the text.

Duncan, L. and Webster, L., *Literacy on Display*, Folens, 2004 ((ISBN 978-0-947882-96-9)

Hutchins, P., *Rosie's Walk*, Bodley Head, 1998 (ISBN 978-0-370324-46-3)

This is great for language as, although there is very little text, the pictures are telling a separate story and children can discuss what is happening with adults as they read the story.

Springett-McHugh, N. and Springett-McHugh, S. *The Essential Guide to Primary Display*, Collins, 2011 (ISBN 978-0-007439-31-7)

Videos

There are a large number of reading and writing videos available to watch free through the former Teachers TV site which is now linked with the TES at www.tes.co.uk

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.mrthorne.com

Mr Thorne's website has lots of very useful ideas and clips for supporting the teaching of synthetic phonics and grammar. Many of these video clips are also available through YouTube .

www.literacytrust.org.uk

This site has a number of resources and case studies as well as advice for teaching literacy.

www.phonicsplay.co.uk

This site has a variety of useful interactive teaching resources; some are free while others are available by subscription only.

Publishers' websites – such as www.pearsonphonics.co.uk, jollylearning.co.uk and www.letterland.com – have information about teaching phonics and free resources.

Mathematics resources

Montague-Smith, A. and Price, A., *Mathematics in Early Years Education*, Routledge, 2012 (ISBN 978-0-415674-69-0)

This title covers all areas of mathematics learning and summarises the research findings and underlying key concepts, explaining how adults can help children to learn through practical experiences, discussion and more direct intervention.

The following resources are available via the National Archives website (www.nationalarchives.gov.uk/webarchive):

- *Mathematical Vocabulary* (2000) (ref: 0313/2000) – a useful booklet that lists key mathematical vocabulary for each year group and mathematical topic.
- *Primary Framework for literacy and mathematics*, DfE, 2006
Gives a breakdown of the curriculum to be taught in England.

The following resources are available via the Department for Education website (www.gov.uk/government/organisations/department-for-education):

- Statutory Framework for the early years foundation stage, DfE (2014)
(Search for reference 00337-2014):
- National curriculum in England: Mathematics programmes of study – key stages 1 and 2
(Search for reference 00180-2013)

The following resource is available via the Foundation Years website (www.foundationyears.org.uk/eyfs-2014/):

- Development Matters in the Early Years Foundation Stage (EYFS), 2012 (ISBN 978-0-904187-57-1)
Provides non-statutory guidance to support practitioners in implementing the statutory requirements of the EYFS.

Videos

The Teacher's TV website at www.tes.co.uk has a number of excellent videos for examples of good maths teaching.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.bbc.co.uk/schools/websites/4_11/site/numeracy.shtml

Mathematical games and resources for children aged 4–11.

www.gov.uk/government/organisations/department-for-education
Department for Education.

www.mathletics.co.uk

This website has a large number of resources for teachers and activities for children. Your setting will need to subscribe to access the site.

www.nrich.maths.org/public

The NRICH website has lots of ideas and resources to support learners' numeracy development.

www.teachingexpertise.com

This website offers teaching inspiration, advice and guidance.

Unit 11: Reflective Practice

Delivery guidance

In learning aim A learners look closely at the purpose of reflective practice in relation to working with children and developing their own practice. They focus on what is meant by 'reflective practice', including monitoring, evaluating and revising own practice, as well as understanding how their own beliefs, behaviours and attitudes can impact on their ability to reflect on practice. Learners will need to understand the reasons why reflective practice is important when working with children and the impact on effective learning experiences for children, as well as on their own personal and professional development. They will have the opportunity to understand the contribution that other people, including supervisors, tutors and other early years professionals, can make in supporting their own reflective practice and continual professional development. Reflection on practice can take many forms; however, the most common form is evaluating the activities and experiences planned for children to ascertain their impact and value, and to identify any changes necessary to improve them. Your learners will discover that the form reflective practice takes is very important, and that it takes place on a daily basis.

In learning aim B, learners begin by looking at reflection in relation to promoting children's overall learning and development. They look at how reflective practice enables practitioners to ensure quality support in all areas of development. Learners will need to understand current best practice in relation to promoting children's holistic development as well as their own role in supporting it. Learners will also look at how to reflect on own practice and the sources of information available to aid reflection, for example activity evaluation sheets, appraisals and mentor feedback. They will also look at the skills required to be an effective reflective practitioner, including being self-critical without being negative.

In learning aim C, learners look at developing own practice in relation to promoting holistic development of children. The knowledge gained here should enable your learners to create effective personal action plans, setting SMART objectives, developing skills in prioritising tasks, and being able to monitor their own progress. This learning aim will also allow learners to explore where they can gain support in the reflection process.

In order to support learners in achieving *Unit 11* and in developing the practical skills and competencies required, it is advisable to carry out regular sessions where learners are supported in making links between this unit, their PEP and their practice. Many of the activities outlined in this unit of the Delivery Guide could be used as part of the tutorial process but, additionally, many aspects of learning aim C can be embedded into the teaching of the other units.

Getting started

This provides you with a starting place for one way of delivering the unit, providing a sample of activities linked to the unit content. The activities are for guidance only. Additional activities and teaching are likely to be required and you should ensure learners undertake independent study.

Unit 11: Reflective Practice

Introduction

Unit 11 contributes an essential element to the Early Years Educator status. Learners will develop effective and informed practice and the Practical Evidence Portfolio (PEP) should reflect the learners' experience and activities throughout the 750 hours of work placement.

This unit will need to be introduced before learners start their first placement, as they will need to collect evidence for the assignment throughout the programme of study, as well as working towards completing their PEP.

Ask learners to define what they think is meant by the term 'reflective practice', identifying how reflection impacts on both personal and professional practice and how reflection contributes to high-quality practice.

Learning aim A: Understand the purpose of reflective practice in relation to working with children and developing own practice

What is meant by the term 'reflective practice' to include monitoring, evaluating and revising own practice continuously to develop and change own perspectives, behaviours, attitudes and approaches.

- Lead a class discussion using an image of the reflective cycle (record, reflect, analyse and action plan) as a visual prompt.
- Encourage learners to reflect on a past experience, e.g. taking an exam/test or taking part in a competition. Ask them to think about whether it went well and what they could have done differently to improve the outcome.
- Ask them to relate their ideas back to the reflective cycle.

How own and others' behaviours, beliefs, values, attitudes and approaches affect the ability to reflect effectively and effect change and development.

- Using sticky notes, ask the learners to each identify a behaviour, belief, value, attitude or approach that may affect the ability to reflect on practice effectively. Use their work to lead a discussion and explore how reflection may be affected and how the behaviour, attitude or approach might impact on the ability to introduce change in practice or to develop personally.

The importance of engaging in continuing professional development and reflective practice to improve own skills, practice and subject knowledge such as English, mathematics music, history, science, modern foreign languages, art, crafts or cookery.

- Ask the learners to think about their personal and professional skills as well as their subject knowledge. Provide them with an action plan template and ask them to identify two personal skills, two professional skills and two subject knowledge areas that they would like to develop further. Encourage them to write SMART targets on the action plan template to address each of the areas they have identified.
- Use the action planning exercise to stimulate discussion on the importance of engaging in continuing professional development.

Unit 11: Reflective Practice

Reasons why reflective practice is important when working with children to include ensuring effective early learning experiences for children, extending children's learning, for personal and professional development, for continuous quality improvement and to enable a shared understanding through collaboration and dialogue between practitioners.

- Invite an early years practitioner to speak to the group about maintaining high-quality practice and how the reflective cycle supports this.

An understanding about why continuous reflection is important to include building on progress and checking that changes in practice are having the desired effect.

The importance of others in supporting own reflection and continual professional development.

- Ask learners to create a handout about reflective practice for new early years learners going into placement for the first time. The handout should include details of how to evaluate and revise practice, as well as checking that changes in practice are having the desired effect. The handout should also include details of how to work with their placement supervisor in order to support the reflective process.

Learning aim B: Understand how to develop skills of reflective practice in promoting children's learning and development

How to use current best practice in relation to promoting children's learning and development including the importance of adult/child relationships, playfulness and play opportunities, planning, observation and assessment.

- Ask learners to carry out an investigation into how best to support children's learning and development.
- Ask them to present the results of their investigation as a poster giving advice and guidance for parents/carers on how best to support their children's learning and development.

Relevance of theories and philosophies of children's learning and development in reflective practice.

- Lead a discussion on the range of theories and philosophies relating to children's learning and development. Ask the learners to make connections between the theories and philosophies discussed and reflective practice.

How to gain information about promoting children's learning and development to include reading, television, notes from shadowing others, visiting other settings.

- Show learners film clips of adults supporting children's learning and development.
- Encourage learners to list ways in which adults can support children's learning and development.
- Ask learners to add to this list following a visit to placement.

How to gather information in order to engage in continuing professional development and reflective practice to improve own skills, practice and knowledge to include training, websites and using others such as teachers/tutors and supervisors.

- Ask learners to create a checklist of the range of information they could use to support reflection on their own practice, e.g. appraisals, professional discussions, feedback from parents.
- Ask learners to explore these in a group discussion and to add to the checklist where possible.

Sources of information to gain awareness of own practice, including observations by others, feedback from colleagues, children and parents and assessment of children's outcomes, appraisals.

Unit 11: Reflective Practice

- Working in small groups, ask learners to prepare a short presentation highlighting the importance and value of reflective practice. Ask them to include details of the types of information they could use to support the process of reflecting on own practice.
- Ask learners to create a factsheet detailing suitable websites, books and training they could use to support their reflective practice.

The skills required to evaluate own practice, including objectivity, open-mindedness and being self-critical without negativity.

- In pairs, ask the learners to evaluate a piece of their own work, sharing their thoughts with each other.
- Following this exercise, encourage learners to reflect on how difficult it is to be objective or self-critical without being negative. Relate this to their work with children and how important it is to engage in genuine reflection in order to enhance practice.

Know how to recognise factors that might affect own practice, including experiences, values and own education.

- Show learners a case study highlighting the ways in which a practitioner's own past experience may impact on their expectations in the setting they are currently working in.
- Lead a class discussion based on the learners' thoughts following this exercise, asking them how they can ensure they remain objective.

Develop skills of reflection using different tools of reflection including SWOT analysis, SMART targets, models proposed by others including Schön, Gibbs, Kolb.

- Divide the class into four groups and provide each group with a different reflective model to try. Ask them to reflect on the experience and prepare to feed back about the experience to the whole group. Ask them to briefly explain the model, how it works and what they thought about its effectiveness.
- Introduce the idea of action planning to learners, including its purpose and format. Outline the idea of SMART targets, clarifying the requirements for each category.
- Ask learners to reflect on their progress so far. They should think about the skills they have begun to gain or develop in their placement and while studying. Encourage learners to look at their Practical Evidence Portfolio to help them with this activity.
- Give learners a blank action plan table to complete, identifying three targets they would like to put on their personal action plan, e.g. completing an assignment.
- Encourage learners to evaluate each other's action plans to check that targets are SMART.

Learning aim C: Be able to use skills of reflective practice in relation to promoting children's learning and development

Identify and use appropriate tools of reflection in promoting all areas of children's learning and development.

Identify and use appropriate tools of reflection in relation to own learning and professional development in different aspects of working practice including own role and responsibilities, health and safety, promoting children's learning and development in different areas.

Plan and carry out activities and tasks with children and identify ways to adapt activities to promote and extend children's learning and development.

Reflect on own role in planning and carrying out activities and tasks with children and identify ways to improve own practice.

Reflect on own practice in working cooperatively with others and how they contribute to supporting own professional development.

Reflect on own practice in promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.

Unit 11: Reflective Practice

Develop reflective accounts and a Personal Evidence Portfolio (PEP) that includes evidence of competently carrying out core aspects of practice, developing own skills of reflection and personal professional development, reflections of practice in promoting children's learning and development, reflections of practice working with others in promoting children's learning and development.

Reflect on feedback received from children, colleagues and others on own working practice and identify strategies for improving own practice including further training, work experience, own research.

Learning aim C reflects the skills for work in early years settings as listed in the Practical Evidence Portfolio (PEP). In order to support learners in achieving *Unit 11*, there is a range of activities that could be used to help them make the links between the unit, their PEP and their practice. Many of these activities could be used as part of the tutorial process but, additionally, many aspects of learning aim C can be embedded into the teaching of the other units.

Suggested activities to cover the content of learning aim C include:

- regular audit sessions to monitor and review progress
- workshops to write PEP action plans in order to help learners keep up to date
- group discussions focusing on competencies and standards
- workshops to share practice ideas
- guidance on how to work with the placement supervisor in order to reflect on competencies.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 1: Child Development*
- *Unit 9: Observation, Assessment and Planning*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Effective relationships with children: 1–4
- Professional relationships with adults: 5–7
- Support children's learning in areas/activities: 41–56
- Support outdoor play and learning: 57–60
- Support play and learning with children aged from birth up to 2 years: 76–78
- Support literacy with children aged from birth up to 2 years: 79–84

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Lindon, J., *Reflective Practice and Early Years Professionalism: Linking Theory and Practice* (2nd edition), Hodder Education, 2012 (ISBN 978-1-444167-20-7)

This book outlines the meaning of reflective practice, highlighting a theoretical perspective and how to develop as a reflective practitioner.

Paige-Smith, A. and Craft, A., *Developing Reflective Practice in the Early Years* (2nd edition) Open University Press, 2011 (ISBN 978-0-335242-35-1)

This book shows how reflection informs and develops practice, supporting all areas of child development.

Tassoni, P., Baker, B. and Squire, G. (ed.), *BTEC National Children's Play, Learning and Development Student Book 1*, Pearson Education, 2014 (ISBN 978-1-447970-96-5)

This textbook has been written to support the teaching of the Pearson BTEC National in Children's Play, Learning and Development. It contains lots of activity ideas, definitions for key terms/terminology and key information. It will be available in 2014.

Journals

Early Years Educator (www.earlyyearseducator.co.uk)

Nursery World (www.nurseryworld.co.uk)

These journals contain articles about approaches to reflection and the importance of reflective practice.

Websites

www.literacytrust.org.uk

National Literacy Trust highlights current research and best practice as well as national statistics regarding language and communication development.

Unit 12: The Early Years Foundation Stage (EYFS)

Delivery guidance

In learning aim A, learners look at the legal status, principles, themes and aims of the Early Years Foundation Stage in England and the way in which it is set out. This includes being clear on its different aspects, for example, the legislation relating to safeguarding and welfare requirements as well as the curriculum, and how different settings will be inspected. Learners will understand the aims of the EYFS and the terminology used. The Foundation Stage documents will guide settings on how to break down the EYFS into different areas and apply the aims to what they do. As this may be quite 'dry' to teach, it is important to consider ways in which your learners may research and feed back to others, or ways in which you can give them ownership of their learning.

Learners will also need to examine the principles of the EYFS and know how to apply them to their work with children. This is important as the principles should underpin all learners' practice and they will need to be able to demonstrate this. For example, one of the principles is that children in early years settings should be supported by a base of positive relationships with others, such as parents, carers and key workers.

The focus of learning aim B is for learners to understand the requirements of the education programme of the EYFS. This includes looking at the three characteristics of learning as well as considering the rationale behind each of the seven areas of learning and how they are interrelated. Learners will need to look closely at both the prime and specific areas of learning and relate them to what they learned about children's development in *Unit 1: Child Development*. They will also need to examine ongoing formative assessment and how this is used to plan for individual children's progress.

For learning aim C learners need to be able to plan, lead and assess purposeful play and education programmes that support children's progress towards Early Years Foundation Stage goals. This should include looking at different types of planning and learning about how observational assessment feeds into the work of EYFS practitioners, alongside their work with other people (such as key persons, parents and carers). It is important to provide opportunities for your learners to plan for a range of purposeful play activities so that they are able to show how they support and extend children's progress in each area of the curriculum. They will also need to show how the work they do with children promotes diversity, equality and inclusion.

The focus of learning aim D is on learners understanding the requirements for safeguarding and welfare within the Early Years Foundation Stage, as well as identifying their own responsibilities. Learners will need to understand the rationale behind the requirements and their practical implications in relation to children's protection, suitable people, staff qualifications, key person provision, staff ratios, children's health and safety, managing behaviour, safety of premises, environment and equipment, equal opportunities, and information and record keeping.

All learners should visit some different settings or have an opportunity to look at the EYFS in practice so that they are able to see how its different aspects fit together.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 12: The Early Years Foundation Stage (EYFS)

Introduction

Consider asking learners to think about their earliest memories of being in an early years environment. Ask them to reflect on the kinds of experience they had as children and what was enjoyable.

Learning aim A: Understand the legal status, principles, themes and aims of the Early Years Foundation Stage

The scope and legal status of the Early Years Foundation Stage (EYFS) – that it is the curriculum framework for England only, the range of settings that it covers, the age of children it is for.

- Introduce the unit by asking learners what they understand the statement above in italics to mean. Take ideas and feedback, then return at the end of the session to check understanding.

The legislation behind the safeguarding and welfare requirement regulations in the EYFS, including Childcare Act 2006, Children Act 1989 and 2004, Safeguarding Vulnerable Groups Act 2006, Data Protection Act 1998, Equality Act 2010.

- Give groups of learners a different area of legislation to present to the class so that they are clear on each area of legislation and why it is important.

The overall structure of the EYFS, including the safeguarding and welfare requirements and the early education curriculum programme.

- Break down the EYFS into key areas based on its structure. Invite learners to prepare and give presentations that show what each area is about.

How early years settings are inspected to check their delivery of the EYFS, including the focus on emotional care and children's progress.

- Ask learners to explore the Ofsted website to investigate what settings need to do to be 'inspection ready'. Ask them to feed back their findings to the group.
- Look at a range of inspection reports from different early years settings so that learners can see how the four themes are assessed.

How and why children's development is assessed at different points, including the development check and the EYFS Profile assessment.

- Invite a healthcare professional, such as a health visitor, to talk about the different health checks carried out on children to check their development and the reasons why these are important. Before the talk, ask learners to prepare questions to ask your visitor.
- Ask learners to refer to statutory framework documents in order to explain the requirements for assessment of children's progress in the EYFS and how the EYFS profile assessment is carried out.

The aims of the EYFS, including school readiness, to reduce inequality and to ensure that children in the setting are safe.

- Carry out a creative thinking session with learners to consider why we need to have an EYFS. Look at how the learners' ideas match up with the EYFS aims.

The terminology used in the documentation, including the specific legal requirements, statutory guidance and practice guidance.

Unit 12: The Early Years Foundation Stage (EYFS)

- Ask different groups of learners to find out about and report back on the areas of EYFS documentation (statutory guidance, practice guidance, specific legal requirements). Invite them to discuss their understanding of the terminology and the purpose of each area of documentation.

The overarching principles and themes of the EYFS, to include unique child, positive relationships, enabling environment, that children develop and learn in different ways and at different rates.

- Give learners the headings for the four guiding themes and principles of the EYFS and ask them to work in groups to devise statements that reflect their meaning.

How these principles are reflected within the early education curriculum requirements, including the focus on individual progress and creating challenging and enjoyable experiences.

- Give groups of learners a principle each and ask them to show different ways in which their principle is reflected in the EYFS curriculum.
- Ask learners to show how the principles of the EYFS are reflected in the plans in their setting, and how individual progress is assessed

The importance of applying the principles to practice, including compliance with legal requirements, to create a stimulating, inclusive and enjoyable environment.

- Look together at the legal requirements that are set out in the Foundation Stage document. Ask learners why it is important for all staff in early years settings to be aware of these requirements. Ask them to feed back on how their own settings comply with the legal requirements while ensuring that they apply the principles to practice.

How settings can apply the principles to practice, to include planning for children, providing children with a key person and working with parents.

- Ask learners to prepare questions and interview an early years worker about how they apply the EYFS principles to their practice, focusing on planning for children, providing children with a key person and working with parents. Learners should then feed back to the group and compare their findings. How do different settings put the principles into practice?

Learning aim B: Understand the education programme within the Early Years Foundation Stage

The requirement to deliver all areas of development through planned, purposeful play and the three characteristics of learning, such as playing and exploring, active learning, and creating and thinking critically.

- Give groups of learners different topics, for example 'Ourselves', 'Houses and homes', 'Growing' and others that are often used in early years settings. Ask them to think of ways in which they could cover their topic through planned play activities covering each of the three characteristics of playing and exploring, active learning, and creating and thinking critically.
- Alternatively, ask learners to use topics they are currently working with in their settings and look at their plans to see how these characteristics are included.

The rationale behind each of the areas of learning in terms of children's overall development, including the difference between the three prime areas of learning (personal, social and emotional development, communication and language, physical development) and the four specific areas (literacy, mathematics, understanding the world, expressive arts and design).

Unit 12: The Early Years Foundation Stage (EYFS)

- Ask learners to look at the different areas of children's development (physical, intellectual, communication, social and emotional) and compare them against the areas of learning. Discuss the rationale behind why the EYFS may have been given these headings rather than more traditional 'subject' headings.
- Then ask learners to look at the three prime areas of learning and compare them with the four specific areas. How do they differ?

The scope of each of the areas of learning, including how the prime areas of learning relate to the specific areas.

- Give different groups of learners a card showing the headings of each area (prime and specific). Then ask them to identify how the specific links in with the prime.

How areas of learning are interrelated, including the way in which one play activity may provide opportunities for several areas of learning.

- Show footage of children carrying out different learning activities and invite learners to say which areas of learning are being developed within each activity. (See Teachers TV for examples of early years footage.)
- Use the cards from the activity above to look at how the children's learning activities are meeting the different areas of learning.

The importance of ongoing formative assessment, including observing children's development and discussing children's progress with key persons, colleagues, parents and/or carers in order to use the information to plan for individual children's progress within the EYFS.

- Using the same piece of footage, ask learners to observe one child and make notes about what they are doing, bearing in mind the areas of learning. How will this support future planning for that child?
- Discuss as a group how learners' settings ensure that information from key persons, parents and colleagues is collated so that it can be used to plan for and assess individual children's progress.

The importance of balancing adult-led and child-initiated activities and how the balance may change according to the age/stage of development of children.

- Ask learners to carry out observations in their settings on different days, noting down the balance of adult-led and child-initiated activities.
- Invite learners to discuss why it is important to balance both types of activity and how settings do this.

Learning aim C: Be able to plan, lead and assess purposeful play and education programmes that support children's progress towards Early Years Foundation Stage areas of learning and development

How to plan play and activities to support children's progress in each of the areas of learning within the EYFS towards early learning goals.

- Give learners a range of medium- and short-term plans from early years settings. Ask them to look closely at whether all areas of learning are covered.
- Ask learners to create a topic web chosen from an exemplar list of topics, to ensure they include each area of learning.

How to plan for children's progress within the EYFS, using observations, assessment, records, discussions with key persons, colleagues, parents and/or carers.

- Invite different practitioners (e.g. child minder, nursery teacher, reception teacher) to speak to learners about how they plan in different ways and how they include observations, assessment and record keeping as well as information from discussions

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with others. Ensure your learners have prepared questions to ask the visitors. Where it is not possible to have all these practitioners visit your centre, perhaps the different settings could provide examples of their planning.

How to plan an adult-directed activity, including the identification of children's needs and interests, links to the areas of learning, the need for activities to be purposeful and playful.

- From the topic web that they have created, ask learners to devise a specific and purposeful adult-directed activity to work on with children. Give them a template to ensure that they include a learning objective, an outline of the activity, required resources and evaluation, and an extension activity if appropriate. Invite them to share this with others in their group.

How to balance adult-led and child-initiated activities, including allowing equal opportunities for each child to participate fully and be included.

- Ask learners to observe an early years session in which children are engaged in both adult-led and child-initiated activities. Ensure they find out how the session is organised so that each child is able to participate fully, then explore their experiences in a group discussion.
- Follow this up by asking learners to plan for, carry out and evaluate a day session for a specific age group. The day session should include a balance of adult-directed and child-initiated activities.

How to support and extend children's learning and thinking, including sustained shared thinking.

- Ask learners to describe to others a time when they have supported and extended children's learning and thinking during an activity, detailing how they did this.
- Ask learners to work in pairs to devise an activity which may provide opportunities for sustained shared thinking.

How to lead and support children's progress in more than one area of learning.

- Give the learners some examples of different activities for each age group, for example pouring and filling, matching numbers to objects, singing counting songs. Ask them to look at one activity in detail and discuss how it will support progress in more than one area of learning.

How to carry out observational assessment and record children's progress towards early learning goals.

- Ask learners to bring in some examples of observational assessment used in their setting and talk about how this helps them to assess children's progress towards early learning goals. If this is not available, use EYFS profile exemplification materials (which can be found at www.gov.uk/government/organisations/standards-and-testing-agency) and ask them to look at the different ways in which settings record children's progress.

How to promote diversity, equality and inclusion when planning, leading and assessing play and education programmes.

- Ask learners to use plans from their own setting or give them examples of early years topics, for example 'People who help us', 'Myself', 'Toys', 'Shops', 'Fruit and vegetables', 'Transport'. Ask them to show how they could include opportunities for a range of activities that promote diversity, equality and inclusion within their setting.

Unit 12: The Early Years Foundation Stage (EYFS)**Learning aim D: Support safeguarding and welfare requirements within the Early Years Foundation Stage**

The rationale behind the safeguarding and welfare requirement.

- Ask learners to work in pairs to define the word 'safeguarding' and to research their LSCB (Local Safeguarding Children Board) to find out its role. Feed back as a group to ensure learners are clear about the difference between 'safeguarding' and 'health and safety'.

The requirements and practical implications with regard to children's protection, to include the requirement for a safeguarding policy and the importance of recognising and recording changes in children's behaviour.

- Ask a safeguarding officer from an early years setting to come in and speak to the group about the rationale behind safeguarding and welfare requirements of the EYFS, as well as the requirements and practical implications. Give learners the opportunity to ask prepared questions.
- Give learners a list of situations and ask them to identify which would give them cause for concern and why, for example, changes in children's behaviour, unexplained bruising, deterioration in children's wellbeing. What would they do in their setting if they suspected a safeguarding issue?

The requirements and practical implications with regard to suitable people, to include the disclosures that staff must make about convictions, cautions and court orders.

- Outline the EYFS requirements with regard to suitable people as defined in the EYFS document. Ask learners to feed back on the identity checks and vetting processes in place within their settings, and whether these are the same for all adults, including volunteers.

The requirements and practical implications with regard to staff qualifications, training, support and skills, to include the requirement for ongoing supervision and staff appraisal.

- Outline the requirements of the EYFS in relation to the above as defined in the EYFS document.
- Give learners a job advertisement for an early years educator. Ask them to imagine that they are applying for the job and to identify:
 - the information they would need to provide if they were appointed, in relation to their suitability to work with children (DBS check), qualifications, references, etc.
 - the induction training they would need to undergo.
- Give learners the opportunity to role play an appraisal meeting between a manager and an early years worker, including a review of their work over the past year and the setting of new targets.

The requirements and practical implications with regard to the provision of a key person for each child.

- Ask learners to find out about the responsibilities of key workers in their setting and explain why they are important for each child. How do key workers ensure that information on their children is available to other staff where necessary, for example, if the child is distressed on a particular day due to an incident at home? Discuss the approaches adopted by different settings.

The requirements and practical implications with regard to staff ratios.

- Give out cards to different groups of learners detailing different age groups and settings (birth up to 2 years, 2 years, 3 years and over, reception classes, child minders). Ask them to research and feed back the requirements in relation to staff ratios and the impact of this for settings.

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The requirements and practical implications with regard to the health, safety and security of children, to include the administering of medicines, provision of food and drink, and accident and injury.

- Give out or display a set of 'true or false' statements for learners to discuss in groups, for example:
 - Parents must inform settings if their child is taking long-term medication.
 - All children need to be kept away from the setting if they are taking any kind of medicine.
 - Settings must have a policy for administering medication and dealing with accidents.
 - Parents need to be told about any food or drink that children consume in the setting and records have to be kept of all foods given.
 - Settings must inform Ofsted if any child has an accident requiring medical attention.
 - Settings must complete accident forms.
 - Settings must inform Ofsted of any contagious illness which breaks out in the setting.
 - Adults are able to smoke in outdoor areas of the setting if children are not present.
 - There must be at least one paediatric first aider on the staff of the setting.

The requirements and practical implications with regard to managing behaviour, to include the importance of a policy and ways of responding to unwanted behaviour.

- Ask learners to consider in groups what the requirements and practical implications might be in relation to managing behaviour in early years settings and to feed back in a discussion. Next, look at the EYFS documentation as a group and compare how learners' settings meet these requirements.

The requirements and practical implications of the safety and suitability of premises, environment and equipment, to include risk assessment, ban on smoking, how outings need to be organised.

- Give each group of learners a large sheet of paper with one of these headings in the centre: 'Risk assessment', 'Environment and equipment', 'No smoking', 'Safety and suitability of premises', 'Outings'. Ask them to generate ideas about how early years settings can ensure that they comply with the requirements of the EYFS in each area.

The requirements and practical implications with regard to equal opportunities, to include the importance of a policy and challenging inappropriate attitudes and practices.

- Ask learners to work in pairs to write an introduction to an equal opportunities policy, to include:
 - information about how the individual needs of all children will be met
 - how the setting will work with parents
 - how the setting will encourage all staff and children to value and respect others
 - how inappropriate attitudes and practices will be challenged.
- Ask learners to role play situations as an early years worker in which an equal opportunities issue has arisen with:
 - a parent
 - a member of staff
 - a colleague
 - two children.

Unit 12: The Early Years Foundation Stage (EYFS)

The requirements and practical implications in relation to information and records, to include confidentiality of information, provision of information for parents and carers, and circumstances when Ofsted must be notified.

- Give learners two headings: 1) Information that parents and carers must provide to settings; 2) Information that settings must provide to parents and carers. Ask learners to discuss the importance and implications of each type of information and consider why it is important that such information is kept confidential.
- Look closely at the EYFS guidance about when Ofsted needs to be notified of changes at the setting. Ask learners to find out who is responsible for doing this in their own setting.

How to act on own responsibilities in relation to safeguarding and promoting health and safety.

How to act on own responsibilities in relation to safety and security within an early years setting.

- Ensure that your learners have read Section 3 of the Statutory Framework for the EYFS. How does their setting ensure that all staff are aware of statutory requirements and the setting's policies?
- Ask learners to note down the different ways in which they act on their responsibilities for safeguarding and health, safety and security during a typical day/week in their setting. Ask learners to feed back to the rest of the group.

How to identify and provide for children's physical welfare needs, including sleep and rest, food, drink.

- Ask an early years worker to come and speak to the group about how early years workers might identify and provide for children's physical welfare needs in each age group (birth to 1 year 11 months, 2 to 4 years 11 months, and 5 to 7 years 11 months).

How to value diversity and promote equality of opportunity and anti-discriminatory practice in an early years setting.

- Using an example of an equal opportunities policy, ask your learners to give examples of ways in which their setting promotes and values anti-discriminatory practice.

How to record and manage accurate and coherent information about children, ensuring confidentiality, including passing information to those who need to know.

- Ask learners to work in pairs for 10 minutes and note down the different kinds of information that early years settings need to keep about children and where this information is stored.
- Discuss as a group which types of information will need to be kept confidential and who should have access to this information.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 1: Child Development*
- *Unit 2: Play and Learning*
- *Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs*
- *Unit 4: Health and Safety in Early Years Settings*
- *Unit 8: Safeguarding in Early Years*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills listed in Form CPLD 1 in the Practical Evidence Portfolio:

- Observe, assess and plan for children aged from birth up to 1 year, 11 months: 85 and 86
- Observe, assess and plan for children aged from 2 up to 4 years: 96 and 97

Learners must record evidence for criteria 3C.P5, 3C.P6, 3D.P8 and 3D.M5 on Form CPLD 2 in the Practical Evidence Portfolio, together with their comments and reflections on their strengths and areas for improvement.

Resources

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Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Tassoni, P., *Penny Tassoni's Practical EYFS Handbook* (2nd edition), Pearson, 2012 (ISBN 978-0-435077-78-5)

This book gives a clear breakdown of the EYFS and its background. It includes legal and curriculum requirements.

Tassoni, P., Baker, B. and Squire, G. (ed.), *BTEC National Children's Play, Learning and Development Student Book 1*, Pearson Education, 2014 (ISBN 978-1-447970-96-5)

This textbook has been written to support the teaching of the Pearson BTEC National in Children's Play, Learning and Development. It contains lots of activity ideas, definitions for key terms/terminology and key information. It will be available in 2014.

Journals

Early Years Educator (www.earlyyearseducator.co.uk)

Nursery World (www.nurseryworld.co.uk)

Both of these journals are good sources of articles and up-to-date information on early years issues.

Websites

www.gov.uk/government/organisations/standards-and-testing-agency
Gives exemplar materials for assessing the Early Years Foundation Stage.

www.foundationyears.org.uk
Resources to help implement the revised 2012 EYFS framework, including the Statutory Framework, linked guidance and additional support.

www.ofsted.gov.uk
The Ofsted website gives information on what early years settings need to do as part of the inspection process.

www.teachersmedia.co.uk
A variety of teaching video clips to support learners.

www.tes.co.uk
The TES has bought the Teachers TV resources which include many useful videos and resources that can be used by teachers as well as early years workers.

Unit 13: Research Skills

Delivery guidance

This unit looks at the use of research in early years. Research is used in a variety of ways across the early years, from exploring new ways of working with children to observing children within a setting and identifying how to extend their learning. This unit helps your learners develop the skills needed to be able to carry out research effectively, including the skills they might need within a setting when working with children. Using the research skills learned throughout this unit, learners will gain confidence to undertake their own research. However, this should not be confined to specific research projects. A good early years practitioner uses research methods every day in their work to support children's development, for example through observations of children, which in itself is 'research'. Your learners will develop a clear understanding of different research methods and when they are most effectively used. The unit will also enable learners to appreciate the ethical issues related to carrying out research within the early years sector.

Learning aim A sets the context for research in the early years. It explores why research is important in the early years context and how the findings from research can be used to improve outcomes for children by improving practice, informing policy and aiding reflection. This learning aim provides the opportunity for learning about how to identify a suitable focus for research, the purposes of different types of research methods and how to select an appropriate one, the features of primary research, and how to produce a research proposal and plan a research project. Especially important for research in an early years context is the consideration of ethical issues, for example children's rights, confidentiality and data protection legislation. Learners investigate how this will impact on any research they might choose to carry out.

Using secondary research at the start of any research project is an important way to find out what information already exists about the chosen topic. Learning aim B requires learners to locate and present secondary research. They are required to identify reliable secondary research from textbooks, other printed media and the internet. To do this, learners need to show that they are able to carry out effective electronic searches and select material that will form a good basis for their project. There are often large amounts of information, so learners need to show that they can refine this into a manageable size. They also need to show that they are able to use academic journals and understand how information is presented within them.

Learners need to be able to carry out a small-scale research project related to work with young children. Learning aim C requires learners to carry out the research project within a timeframe that is well managed. Learners will understand how to analyse their results using appropriate techniques, such as triangulation or statistical methods, and present their data in a suitable format, such as a graph, so that conclusions can be drawn. Learners must present their findings in a report and this learning aim covers the conventions of report writing to ensure they meet the assessment criteria. This will develop skills that a learner can adapt in a work situation, for example when assessing a child's development for a transition-to-school report.

Learning aim D requires learners to evaluate their research project. They must include a comparison of findings with the original research question, and a discussion of findings and the relationship of results to current research. They must discuss the consequences or benefits of their findings and potential areas for further development of the research. Learners need to show consideration of the implications

of research, such as bias and error, ethical issues, and use and misuse of research. Learners also need to make recommendations as a result of their findings, for example recommendations for practitioners to implement in their work or for policymakers determining research related to work with young children. Finally, learners will understand how research can support their own continuing professional development and can be used to develop their skills as reflective practitioners.

Getting started

This provides you with a starting place for one way of delivering the unit, providing a sample of activities linked to the unit content. The activities are for guidance only. Additional activities and teaching are likely to be required and you should ensure learners undertake independent study.

Unit 13: Research Skills

Introduction

Learners are likely to have carried out some sort of research project in their previous education. Consider asking learners to outline one example where they carried out a research project, e.g. what they did and what they found out. Ask them to identify what they found out from the project and what impact it had. From this, highlight the many different uses of research.

Learning aim A: Produce a research proposal related to work with young children

The role of research, including informing policy or practice, highlighting gaps in provision, extending knowledge and understanding, improving outcomes for children by improving practice, informing policy, aiding reflection.

- Begin by drawing on the outcomes from the introductory activity and ask learners to think about the many different ways research might be used in early years settings. You could divide your learners into small groups, giving each group an early years setting and asking them to think about different ways in which research is used in that setting. You could include a:
 - nursery
 - child minding setting
 - infant classroom
 - family centre
 - crèche.

How to identify a suitable focus for research, including discussions with teacher/tutor, observations of practice, reading journal articles and previous research, suitability of topic with reference to ethical issues, ability to formulate a relevant, realistic and identifiable research question, achievable objectives.

- Bring in a selection of childcare journals or magazines for learners to use as a stimulus for a piece of research. Ask them to note down a number of different topic ideas, followed by a narrowing down of the exact focus for their research.

The purpose of different types of research methods, including advantages and disadvantages of each, the difference between qualitative and quantitative data.

- Make flash cards of different types of research methods, with a definition, an advantage and a disadvantage of each method. Ask learners to match the method with the explanation, advantage and disadvantage. An example would be 'interviews' as a research method; an advantage might be 'provides in-depth information' and a disadvantage might be 'can be very time consuming'.

The features of primary research, including questionnaires, interviews, case studies, scientific experiments, checklists, observation.

- Learners need to evaluate each different type of primary research. Ideas include the following.
 - Questionnaires – give learners an example of a questionnaire where conventions are not followed. Ask them to evaluate the questionnaire and improve it where necessary. For example, they might look at the format of the questions and

Unit 13: Research Skills

discuss if they are open or closed questions and whether they will achieve the response the author is looking for. Find a short film on YouTube on how not to carry out a questionnaire. Show this to the learners and ask them to identify the errors in your example.

- Interviews – ask learners to think of a topic that they could interview another learner about, e.g. whether mothers should work. Ask them to devise the questions for the interview. Divide the learners into groups of three – one to act as the interviewer, one as the interviewee and one as an observer. They should carry out the interview and then evaluate it from each person's perspective. The roles can then be rotated.
- Observations – ask learners to plan one type of observation to carry out in their placement setting. Learners should then report back on their experience and in particular whether the observation chosen worked well in terms of gaining the information that they were looking for.
- Checklists – show learners a video of children playing. Ask them to devise a checklist that could be used to record aspects of development that they had seen. Show learners a different video of children of the same age playing and ask them to use and evaluate their checklist.

How to select appropriate research methods.

- Using their research topic, ask learners to use a checklist to identify the research methods that would best suit their project. Learners should then discuss their ideas with another learner and justify their choices. The partner could then present one of the ideas to the class.
- Ask learners to devise a checklist of the characteristics of a good focus in relation to its research potential. Learners should then evaluate each idea they have identified as a possibility for research against the checklist in order to determine what will make a good piece of research.

Consideration of the suitability of the chosen focus with reference to ethical issues, including: confidentiality of participants and the setting; protection of data from the participants/electronic protection of data; representing participants accurately without breaking confidentiality; using the research only for the stated purpose; possible invasion of privacy; seeking permission from parents/carers when participants are under the age of 18 years; the use and misuse of statistics that inform practice, informed consent from participants and the 1947 Nuremberg Code in relation to ethical research; data protection legislation and the Freedom of Information Act, policies, procedures, authenticity, children's rights and parental wishes; examples of ethical breaches within research, e.g. Tuskegee Syphilis Study; conflicts of interest in research and how to avoid them, peer reviews, human subjects, mentoring, research misconduct, professional distance, disclosure and whistle-blowing; awareness of ethical considerations, including use and misuse of results, e.g. Andrew Wakefield and the MMR research.

- Ask learners to write down on sticky notes any potential ethical issues related to research in working with young children. Compare ideas within the class. Introduce any ethical issues that your learners are not aware of. Discuss with your learners why it is important to consider ethical issues during their research.
- Ask learners to discuss the ethical considerations around the use and misuse of results in research projects. If appropriate, you could ask them to read reports surrounding the Andrew Wakefield/MMR research story. Ask the group to share their findings.

How to produce a research proposal, including a research question, achievable objectives with reasons, methodology, target group, sample, rationale, timescales, action plan, monitoring and modification.

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- Ask learners to think about the different skills they need in order to carry out research effectively. Focus on the impact of poor time management and organisational skills on completing their research project.
- Make sure learners think about why people might be judgemental and what factors influence this. Ask learners to make a checklist of ways to ensure they are not judgemental when they are carrying out research.

Learning aim B : Locate and present secondary research

The sources of reliable secondary research, including electronic journals, professional bodies, textbooks, periodicals, websites, research bodies, e.g. the Joseph Rowntree Foundation and government reports.

- Bring a range of sources of secondary research into the lesson and ask learners to review the strengths and weaknesses of each in terms of the source of the information, and how recent/accessible the information is.

How to carry out a literature review, including use of secondary sources such as the internet, journals, printed media, books.

- Give learners an article from a journal or a section of a chapter from a textbook and ask them to summarise the key points into a bulleted list. Learners can then identify how this might be used to structure primary research. Learners should then apply this technique to their own research topic.

Conducting electronic searches using academic search engines and databases, e.g. Google Scholar, Current Educational Research UK (CERUK).

- Choose a current topic of interest in early years or a range of different topics, then ask your learners to carry out an electronic search about them. Ask learners to do this using popular search engines, such as Google or Yahoo!, as well as Google Scholar and CERUK. Learners can then compare the quality of their outcomes and discuss which are the more/least reliable sources of research and why.

Conducting effective electronic searches for academic journal articles, including using keywords, Boolean operators, advanced search tools, refining search criteria to narrow the range of information to a manageable size.

- Explain to learners the different ways that electronic searches can be refined.
- Learners could develop the activity above using the different ways to refine a search, evaluating the impact this has on the quality of evidence found.
- In groups, ask learners to explain how this can be applied to their research project.

Reading academic journal articles and understanding the components of an academic paper, including: title; keywords; abstract; methodology; findings; discussion; conclusion; recommendations; bibliography.

- Produce a matching activity where learners have to match the different elements of an academic journal to definitions that they have already researched and written.
- Provide different academic journals and ask learners to identify each component. Learners could work in pairs for this activity. Each pair could be given a different article and asked to summarise the information presented in the article to the group.

The features of academic referencing in the Harvard style.

- Using the academic journal articles, ask learners to work out how references are made in the body of the text and in the bibliography. How is the information presented? What patterns do they see? Can they verbalise how the Harvard system works?

Producing a bibliography and reference list.

- Learners could discuss why bibliographies and reference lists are important parts of academic writing.

Learning aim C: Carry out a small-scale research project related to work with young children

The skills required for research, including time management, organisational skills, non-judgemental practice.

- Ask learners to think about the different skills they need in order to carry out research effectively. Focus on the impact of poor time management and organisational skills on completing their research project.
- Remind learners to think about why people might be judgemental and what factors influence this. Ask learners to make a checklist of ways to ensure they are not judgemental when they are carrying out research.

Carrying out the research, including primary and secondary research findings, addressing potential sources of bias, error, remaining a professional distance from the subject(s).

- Ask learners to think about the area their research project related to work with young children will cover. Do they have a particular area of interest? Discuss their ideas and agree with each learner what their project will focus on.
- Ask learners to plan their approach to carrying out their research. What primary sources will be appropriate for their project? Will their research be based on observations or will they need to produce a short questionnaire for staff at their work placement setting, or perhaps interview an early years professional? What secondary sources will be useful? Learners may need to do a library search to assess what secondary material is available. When drawing up their research plans, learners should consider what bias or error each potential source may include.
- Discuss with learners the importance of retaining a professional detachment, ensuring they consider the impact on research if this does not happen.
- Learners should carry out their research plans, noting that they may need to go back to sources once they have uncovered more detailed information. Encourage learners to keep an accurate record of sources.

Sampling methods for small-scale research projects.

- Explain to learners the different types of sampling methods. For reinforcement, this could be developed into a matching activity in the form of a game of 'Snap', where learners have to match the definition to the sampling method.
- Use some examples of real research projects to illustrate the different sampling methods in practice.
- Give learners a range of different research activities and ask them to identify the best sampling method for each and explain why.

Methods of analysis, including drawing conclusions.

- Introduce learners to different methods of analysing data and, using examples of graphs or tables of results from the research, ask learners to draw conclusions.

Analysis of results, including compilation of data, use of methods of analysis valid for the data collected such as triangulation, use of percentages, use of statistical averages.

- Ask learners to consider which methods of analysis will prove the most useful for their research project. What information do they need to show to help draw their conclusions? Learners should then carry out the relevant analysis.

Presentation, including demonstrating a good command of the English language in spoken (where applicable) and written form, use of graphs, use of computer software.

- To help illustrate the importance of using appropriate presentation methods, divide your learners into groups and give each group some data that has been collected through a different research method, for example through a questionnaire. Ask them to use what they have learned so far to present the information to the class in the best format. After the work has been presented, the class should ask questions that require the learners to justify their choice of presentation.

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- Ask your learners to consider which methods of presentation will be the most valuable to them in their research project.
- Discuss why demonstrating a good command of the English language is important and ask learners to brainstorm ways in which they can check this, particularly if their English is not strong.

The conventions of report writing, including a title, a contents list, an abstract or summary, an introduction summarising current research in the field with relation to the chosen topic, methodology, results or findings, discussion, a conclusion, recommendations for future research, references and appendices.

- Give learners a good report and ask them to identify where the writer has covered each convention. Their learning can then be reinforced by showing them a poor report, asking them to identify where the writer has missed different conventions.

Learning aim D: Be able to evaluate the research project

Evaluation and conclusion, including comparison of findings with the original research question, discussion of findings, relationship of results to current research, identification of limitations of research project, validity of results, reliability of results, consequences or benefits of findings, potential areas for further development of the research, consideration of implications of research (such as bias, error), ethical issues (such as confidentiality, data protection), use and misuse of research.

- Ask learners to think about the last piece of work they handed in and evaluate what they did well and what they could improve. Give them a list of aspects about which they should try to write a positive comment, with a reason, as well as a potential improvement and why this would make the work better. The list could include:
 - their choice of sources of information
 - their planning of the piece of work
 - their time management for completing the work
 - the quality of the piece of work – did it answer the task set?
 - the validity and reliability of the work
 - the consequences or benefits of the work
 - whether there were any ethical issues that impacted on the work, e.g. confidentiality or data protection, and what was the impact?
 - the quality of the work's presentation, including the use of good English.
- Learners should then apply this to their own research topic, making sure they evaluate each aspect of the work including each research method they have used.

Recommendations as a result of the research findings, including recommendations for practitioners in their work or for policymakers determining research related to work with young children.

- Using sticky notes, ask learners to write two ways in which their research results could impact on their work with children. Learners can then put their sticky notes on a board and together try to categorise the comments.
- Once they have heard comments from other learners, ask them to consider whether they can expand on the impact of their research.

The role and importance of research in supporting continued professional development to improve own skills and early years practice.

- Ask learners to find out how continued professional development (CPD) is used in their placement settings and report back to the class.
Using their own experience, ask learners to identify the benefits of CPD for the setting, the individual undergoing the CPD, and the child.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

This unit can link with many other units as it provides skills to help learners achieve those units. In addition, topics covered in other units are likely to form the basis of the research project and contribute to the secondary research for the work.

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Observe, assess and plan for children aged from birth up to 1 year, 11 months: 85, 86
- Observe, assess and plan for children aged from 2 up to 4 years: 96–103
- Skills for work with children aged from four up to eight years in a classroom environment: 99–103

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Green, S., *Research Methods in Health, Social and Early Years Care*, Nelson Thornes, 2000 (ISBN 978-0-748754-62-5)

Hucker, K., *Research Methods in Health, Care and Early Years*, Heinemann, 2001 (ISBN 978-0-435401-68-9)

Both these textbooks provide further information on research methods and how they can be used in research projects.

Tassoni, P., Baker, B. and Squire, G. (ed.), *BTEC National Children's Play, Learning and Development Student Book 1*, Pearson Education, 2014 (ISBN 978-1-447970-96-5)

This textbook has been written to support the teaching of the Pearson BTEC National in Children's Play, Learning and Development. It contains lots of activity ideas, definitions for key terms/terminology and key information. It will be available in 2014.

Videos

Siren Films (sirenfilms.co.uk)

Video clips with commentary illustrating aspects of children's play, learning and development.

There are a number of short research-based videos on video-sharing websites, such as YouTube™ that may be useful, depending on your learners. For example, try searching for 'questionnaires', 'interviews' or 'observations' to find short clips that could be used to introduce different research methods.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.s-cool.co.uk

This website has a number of support materials for research, linked to different subject areas such as psychology or sociology, that can be used to support learning in this unit.

Unit 14: Health, Education and Social Services for Children and Their Families

Delivery guidance

Learning aim A introduces the provision of health, education and social services for children and their families. It covers the rights of children and their families to access a range of support services. Your learners must understand the importance of key legislation and Articles from the United Nations Convention on the Rights of the Child, which underpin children's rights and inform policy and practice. Understanding principles of legislation will help your learners to focus on the types of service and benefits that children and families may need at different times.

Your learners should view the child as part of the family unit and understand that early years practitioners must take account of their needs within the family context. This will lead to the concept of 'the child at the centre of planning and service delivery' in preparation for learning aim C. Those working in the early years sector require a good knowledge of the range of services available in order to direct families to appropriate support. Learners must gain knowledge of these services, for instance early years education or GP services, and those accessed by children and families with additional or complex needs such as specialist health services or tax credits.

The focus for learning aim B is early years education. Learners who have studied *Unit 2: Play and Learning* will realise that education does not only happen in schools or 'formal' settings. Playgroups and childminders also provide for children's educational needs. Learners will explore different aspects of these settings, how they are funded, organised and inspected, the curriculum they follow and which age groups they target etc. Introduce your learners to the phases of early years education, provision for under-3s, entitlement for under-5s and the statutory requirement for children to attend school from 5 years. Learners must understand the curriculum requirements for children of pre-school age and statutory school age in their own home country. The curriculum is under continual review so ensure that information is current. Learners must become familiar with the process of inspections and the content of reports. This will help them to understand how the feedback may be used by parents to make choices about early years provision, and how settings use this feedback as part of their cycle of review and development.

Finally, for learning aim C learners need to understand what is meant by multi-agency working. Learners must be clear about their own role and those of other professionals. They will reflect on the range of services already explored, to include public, private and voluntary services, and how these form a 'team around the child'. Introducing the common assessment framework will help learners understand the concept of assessing a child's holistic needs and the benefits when these are assessed in one place and at the same time. It is important that learners understand the terms 'in need', 'at risk' and 'special educational needs' and the procedures for assessment and support in different circumstances. The procedures for children who are deemed 'at risk' of harm are explored in *Unit 8: Safeguarding in Early Years*. The focus for this learning aim should be on how, by working together, services deliver appropriate and timely support to ensure best outcomes for children and their families. Encourage your learners to look from the points of view of the child and family to enable them to fully understand the benefits of multi-agency working.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 14: Health, Education and Social Services for Children and Their Families

Introduction

You could introduce this unit using learners' own experiences. Ask them to discuss the different types of service that they and their siblings used from birth to 8 years. Also ask them to think about the services that were common to all of them and those used in particular or personal situations. Remind learners of the importance of confidentiality when taking part in class discussion.

Learning aim A: Understand the provision of health, education and social services for children and their families

The aims and objectives of current legislation and guidance, relevant to home country, which support children and their families' rights to services, including the United Nations Convention on the Rights of the Child (UNCRC).

- Introduce Maslow's Hierarchy of Needs. Invite learners to relate these to children in the early years by exploring basic needs, such as food and shelter and moving on to needs such as education and play.
- Ask learners to work in pairs to discuss children's rights. Ask them to join another pair and agree on and prioritise their list of children's rights. Finally, invite them to contribute information to a whole-class discussion. You could record their information, encouraging learners to come to a consensus about children's rights.
- Introduce key legislation for own home country and the UNCRC. Compare the rights given by legislation with the rights identified by learners, drawing attention to, and adding, any omissions.

The current types of services and benefits that children and their families might access, including health, education, social services, child benefit and tax credits.

- Ask learners to work in small groups to identify the range of services available for children and families and present their information as a poster.
- As part of their independent study linked to their work placement, ask learners to interview professionals to find out about roles supporting families.
- Produce a case study describing a family with children with complex needs and ask learners to identify both the needs and the services available to meet those needs.

Where families may gain information about the education and other services that are available for their children, including from health visitors, children's centres, social workers, voluntary organisations, local authority websites.

- Ask learners to carry out independent research on where information on services can be accessed and produce a flyer to be displayed in an early years setting.
- Arrange a visit to a Sure Start children's centre to find which services are offered by and which can be accessed via the centre.

Reasons why families might access services in their local area, including health needs of child, family or child in need of additional support because of disability or stress within family.

- Ask learners to produce a questionnaire for parents at a setting (with permission) to identify the different services that families access, how often and the reasons why.
- Ask learners to write a short report to present to the class.

Unit 14: Health, Education and Social Services for Children and Their Families

Free entitlements to health surveillance and education.

- Working in small groups, give learners a large planning sheet and ask them to draw a timeline for children from conception to 8 years. Ask learners to record health surveillance and education entitlement on this line for all children (e.g. examination at six weeks, immunisation, free education for 3- to 4-year-olds, new entitlement and assessment for 2-year-olds in England).
- Using a separate sheet, ask learners to discuss and identify free health surveillance and education entitlements that children with additional needs might access (e.g. health surveillance for long-term conditions, additional help or resources for children with SEN).
- Ask learners to feedback to the whole class. Collate the information on a white board, prompting learners to consider entitlements they may not have thought of.

Learning aim B: Understand the context in which early years education is provided

Types and characteristics of private, voluntary and maintained early years settings that children and their families might access, including children's centres and home-based care.

- Introduce the framework for early education in the home country, both pre-school and statutory curricula.
- Ask learners to select and research one type of early education setting and then present information (its structure, curriculum framework, age of children etc) to the rest of the class using PowerPoint and handouts. Include private, voluntary and maintained and home-based provision.
- Invite a manager from a local children's centre to speak to learners. Encourage learners to prepare questions for the session.

The structure of education relevant to home country, including statutory school age, curricula that are in place, different ways in which children of the same age may access early years curricula.

- Give learners an overview of the structure of education for the home country including, for example, for England and Wales, the EYFS and the National Curriculum.
- Ask learners to bring a plan for a group of children they work with for one week and to show how it reflects the requirements of the appropriate curriculum. (An exemplar plan may be required if learners cannot access plans.)
- Ask learners to reflect on their own education journey and compare it to current statutory requirements.

The role of inspectorates in the home country in which the qualification is being taken, including what is inspected, how inspections are reported, how these help parents to make informed choices and how information from inspections is used by settings to create action plans to develop provision further.

- Show learners an exemplar Ofsted report. Discuss its contents and ask learners to produce guidelines or a checklist for a private nursery to help them to prepare for an Ofsted visit.
- Ask learners to reflect on the report and work in pairs to identify two improvements that the setting could make to its practice.
- As independent research, ask learners to read and reflect on an Ofsted report for own workplace setting or an early years setting they are familiar with. Ask learners to identify three reasons (supported by the report) why a parent would choose the setting for their child.

Learning aim C: Understand the role of multi-agency work for children and their families

What is meant by the term 'multi-agency working' – the collaboration between professionals from different services working alongside parents in order to benefit outcomes for individual children and all children.

- Invite guest speakers to talk to learners about different models and aspects of multi-agency working.

The role of multi-agency work in early identification of children's needs to include statutory recognition of children who are 'in need', recognition of children who are at risk and assessment of children with special educational needs.

- As independent research ask learners to produce a legal definition of the terms 'in need', 'at risk' and 'special educational needs'.
- Visit an early years setting with your learners where services are integrated, such as a Sure Start children's centre.
- Give learners a case study of a child 'in need'. Ask learners to work in small groups to discuss a) why it is important for needs to be assessed at an early stage b) which professionals might be involved in the assessment of their needs and how they might work together to address them and c) the benefits for the child and family of professionals working together. Lead a whole group discussion encouraging learners to share their ideas.
- Give learners additional information about the child in the case study that suggests they may be 'at risk' of harm or abuse. Lead discussion on what action would be taken including: core assessments, child protection conferences and child protection plans. Ask learners to produce a flow chart which shows the processes, starting from the initial assessment.

How agencies work together to provide integrated support centred on the child, to include creating plans to support the child and their family and reviewing support to help to improve children's life outcomes.

- Plan a role play activity based on a planning or review meeting for a child with complex needs. Ask learners to act out the part of different professionals, such as a speech and language therapist, SENCO, educational psychologist, a child and a parent.
- Ask learners to write up a report on their role play with an outline plan of a) support needs b) how the support needs could be met by the different agencies, child and parent(s).

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 2: Play and Learning*
- *Unit 5: Working With Parents and Others in Early Years*

Resources

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Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Barker, R. (ed.), *Making Sense of Every Child Matters: Multi-professional practice guidance*, Policy Press, 2008 (ISBN 978-1-847420-11-4)

This book explores the ECM agenda and looks at practice across health, education and social services. Chapter 2 explores the importance of multi-agency working to deliver the ECM agenda.

Walker, G., *Working Together for Children: A Critical Introduction to Multi-agency Working*, Continuum, 2008 (ISBN 978-0-826498-17-5)

Written for trainee practitioners, this book gives information on practice and frameworks for multi-agency working. It also includes case studies and reflective exercises.

Journals

Nursery World (www.nurseryworld.co.uk)

Early Years Educator (www.earlyyearseducator.co.uk)

Both these journals include current information on childcare and early education issues and services.

Websites

www.gov.uk/government/organisations/department-of-health

The Department of Health site provides information on children's health services.

www.gov.uk/government/organisations/department-for-education

The Department for Education website provides information on the National Curriculum and the Early Years Foundation Stage (EYFS) Framework. This site also provides information about government priorities and support available for children, young people and their families, including integrated practices.

www.legislation.gov.uk

This site is more suitable for teachers' use, giving current legislation for the UK.

www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills. Learners can use this site to research the role of the inspectorate. Ofsted reports can also be accessed here.

www.gov.uk

The government website provides information on the range of services available to children and families.

Unit 15: Food and Mealtimes in the Early Years

Delivery guidance

This unit looks at food and mealtimes in the early years. It is a really important unit as it is well known that a child's development is affected by physical health, and good nutrition plays an essential part in this. Your learners need to develop an in-depth understanding of the nutritional needs of children and how these can be met through careful food choices.

Knowledge of nutrition will be important for learners in whatever setting they work. Learning aim A1 covers the nutritional needs of children up to 8 years old and how these needs can be met in the diet. Learners should know how to work with parents to ensure these needs are met for each child. This learning aim considers the current guidance for weaning as well as other important health issues related to food provision, such as portion size and prevention of dental decay. It is important for learners to understand factors that impact on the diet available to each child, such as allergies and intolerances, and social, cultural and religious issues. Food allergies and intolerances are increasingly common and learners are likely to encounter them throughout their careers. It is also important that learners understand the needs of different social and cultural groups given the multicultural society in which they will work. Learners should cover equality and diversity issues in all aspects of their work, and food and mealtimes are areas that are influenced by different practices. Food and mealtimes provide opportunities for learning for children, but it is also important that learners do not cause offence by not respecting different cultural and religious customs.

Learners need to understand the important role that adults play in food provision and in encouraging healthy eating habits. This is covered in learning aim A2. Adults have a strong influence on the eating habits children develop and so should encourage children to experience as many foods as possible. Your learners will explore how adults help children develop attitudes towards food, for example in the way food is used as a reward, the way food is associated with love and nurturing, or through the insistence on finishing food. Learners will look at how to work in partnership with parents to encourage healthy eating while also being sensitive to family situations. Learners will appreciate the opportunities mealtimes provide for encouraging the enjoyment of food, developing social and language skills, and encouraging independence, as well as opportunities for developing fine motor skills. Your learners should be able to put this knowledge into practice on placements as many settings will provide opportunities to carry out activities using food as the medium. Most settings will also offer snack time or lunch provision where this learning can be implemented.

Providing food also carries a safety element with it. Children can be very susceptible to food-related illnesses if food is not prepared properly. When preparing and serving food, learners need to be aware of safe practice. Your learners may be involved in food preparation within the setting and if that is the case, they should also take a Basic Food Hygiene course, which could be offered along side this unit. This is a really useful additional qualification for them to hold. Learning aim B covers the legislation learners need to be aware of when preparing food either in the home or in an early years setting. The learning aim helps learners become familiar with safe working practices that will ensure food is prepared safely.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 15: Food and Mealtimes in the Early Years

Introduction

Consider asking learners to reflect on a memory of food/eating as a child; what they remember eating, in what circumstances and who they were with. Ask learners to share their experiences. See if you can elicit the idea of the importance of food in the lives of children and how food is important for both nutrition and celebration in all cultures.

Learning aim A1: Understand how to provide food for children to encourage health and development

Nutrients required by children and their role in health and development, to include protein, fats, carbohydrates, vitamins and minerals.

- Begin by introducing this as the part of the learning aim that provides the basis for all other aspects of the learning aim. Learners need to understand the nutritional needs of children and what each nutrient does in terms of physical development in order to be able to apply this in a practice. Begin with a teacher-led presentation outlining the importance of food to children's development.
- Place learners in groups. Ask each group to investigate one of the micronutrients, using the internet or text books, and report key information back to the class. The information could be turned into posters to be displayed in the classroom as a reminder for further activities.
- To explore the micronutrients, provide learners with cards highlighting the consequences of deficiencies. Ask learners to find out what deficiency has caused the problem and how that could be rectified in the diet.
- You should make clear that children's dietary needs are different from adults'. Ask learners to compare what a healthy diet means for both an adult and a child.

Foods which contain the nutrients children need, to include sources of protein, fats, carbohydrates, vitamins and minerals.

- Ask learners to think of as many different types of food as possible and write their ideas down on sticky notes. On a large sheet of paper (or two) put the headings 'protein', 'fats', 'carbohydrates', 'vitamins and minerals'. Ask learners to put the food ideas in the relevant area.

Current guidance in relation to the provision of food and drink for children aged up to 8 years, to include weaning, portion size and prevention of dental decay.

- Ask learners to take part in an activity to explore the advantages and disadvantages of breast and bottle feeding:
 - Divide learners into two groups – one to focus on breastfeeding and one on bottle feeding. Subdivide into pairs within each group and ask each pair to write one advantage for their feeding type. Match each pair with another pair and ask them to share their advantages and identify one more. Repeat until each groups has eight to ten advantages of their feeding type.
 - Choose one person to act as spokesman. Carry out a line debate with 'breast is best' at one end and 'bottle is best' at the other. The spokesman sits at the appropriate end and all other learners stand along the line. As the spokesman reads out a reason, the learners move closer to the spokesman or further away towards the opposite statement depending on if they agree or disagree with the statement. When all statements have been read out, each learner has to explain why they are standing where they are on the continuum.

Unit 15: Food and Mealtimes in the Early Years

- Invite in a health visitor to give a talk on current weaning theories and portion size.
- Ask learners to identify the different textures of weaning foods. Match the weaning foods to the appropriate age group.
- Show a health promotion film on the importance of good dental health and how diet can contribute to tooth decay. Visit a dentist to understand the importance of good dental habits and how to best prevent tooth decay.

The individual dietary needs of children, including allergies, food intolerance and restrictions because of social, cultural or religious reasons.

- Bring in examples of different versions of foods prepared for different allergies, for example cakes that contain gluten, and cakes that are gluten-free for coeliacs and those with wheat intolerances. Encourage learners to try the cakes. Can they tell the difference? Lead learners into a discussion about how different intolerances can affect the body. Make sure lactose and nut intolerance are included in this discussion.
- Ask learners to bring in their settings' policies regarding food. In groups, ask learners to compare the policies and report back to the whole class on their findings.
- Ask learners to plan meals for children with different allergies that will allow them to eat with their families as much as possible.
- Try to get access to a kitchen and ask learners to plan and prepare a meal to meet a brief that covers a particular social, cultural or religious requirement. Ask learners to present their meals to each other and discuss the issues they have addressed.

How to work with parents and/or carers to ensure food and drink meets the individual needs of children, to include communicating with parents/carers to understand any dietary restrictions, respecting and following parents' wishes and recording information for all staff in the setting.

- The best way to help learners understand different dietary restrictions is to sample food or prepare food for different situations. Being able to discuss dietary restrictions knowledgeably with parents is important. It shows that learners both value and respect the individual needs of the children in their care.
- Divide your learners into groups of three, give each group a different case study of a child with particular dietary needs. Ask your learners to role play a discussion with a parent based on the details of the case study. The third person should be the observer and provide feedback to the others on what worked well and what could be improved.

Learning aim A2: Understand the role of the adult in encouraging children to develop healthy eating habits

That it is important to encourage children to experience as many foods as possible: food preferences develop between ages 1 and 5 and so this will help children to develop healthy eating habits.

- Ask learners to think about what it means to them to 'eat healthily'. Look at different health promotion materials to explore the key healthy eating guidelines. You should make clear that 'healthy eating' means different things for children and adults.
- Visit a supermarket to look at how food manufacturers try to promote a healthy image of their products. Examine food labels to see whether the health image is backed up by healthy contents.
- Create a display showing the nutritional values in a variety of fast foods, e.g. in a fast food burger compared to one that is homemade.
- Ask learners to try developing ways to introduce a variety of healthy foods into a child's diet, such as making fruit kebabs or preparing different vegetables that could

Unit 15: Food and Mealtimes in the Early Years

be dipped into a sauce that a child likes.

The factors that affect attitudes towards food, including food as reward and treats, food associated with love and nurturing, insistence on finishing food.

- Ask learners to list the different ways in which food is used as a reward or a treat or as a way of demonstrating love and affection. Discuss the advantages and disadvantages of this. In doing this task, learners could think about what their placement setting uses as a reward.
- Discuss the insistence of finishing food and how this can impact on a child's enjoyment of eating.

How to work in partnership with parents/carers to encourage children to develop healthy eating habits, to include being sensitive to family situations which influence their food choices, providing leaflets about healthy eating and having a healthy eating policy.

- Carry out a role play activity of a parent who does not believe in healthy eating. Ask learners to take the role of a nursery nurse trying to explain to the parent why healthy eating is important for a child.
- Ask learners to devise a leaflet to explain to parents the importance of healthy eating.
- Ask learners to devise a healthy lunch box explaining why it is healthy. If learners are in a placement setting, they could ask children to comment on the lunch box, and then based on the feedback learners could develop their lunch box accordingly. Do the children suggest healthy alternatives?

How to organise snack and mealtimes to encourage the enjoyment of food, to include encouraging independence through self-serving and adults eating with children.

- Ask learners to observe snacks and mealtimes in placement in terms of the role of the adult and share their findings with the class.
- Ask learners to devise a checklist of effective actions that an adult can take during mealtimes to support children's social development.

How to involve children in food preparation to encourage healthy eating, to include cooking and growing food.

- Ask learners to plan a food-based activity that they can do with children without access to a kitchen, to encourage an interest in food. A possible activity might involve 'cooking', such as making sandwiches, which will also help children to develop fine motor skills. The children can use cutters to make interestingly shaped sandwiches and have a range of fillings. Learners should identify all the learning points within the activity.
- Give learners the opportunity to grow some simple produce, such as cress, and identify how this could be incorporated into an activity.

Learning aim B: Understand the role of the adult in preparing and serving food safely

The responsibilities of those preparing and serving food in early years settings to comply with current legislation and guidance relevant to home country, to include those governing food hygiene and food safety.

- Visit a commercial catering establishment to look at food hygiene regulations in action. Restaurants are particularly interesting as they have very strict application of the rules.

The importance of safe working practices when preparing and serving food, to include practices to prevent food poisoning and ensuring that children with food allergies and intolerances are given the right food, as incorrect food choice or preparation can lead to illness.

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- Invite in a cook from a school or nursery and ask learners to devise questions to find out how they prepare food safely, as well as meeting the needs of children with different allergies and intolerances.

Personal hygiene for safe food practice, to include washing hands before handling food and after handling raw meat, and covering cuts.

- Ask learners to devise a poster that could be displayed in a nursery to highlight safe food preparation practices. The poster should include:
 - how to store food safely, including checking fridge temperature and use-by dates on food
 - how to prepare food safely, to include complete defrosting, separate preparation of raw meat and vegetables and fruit, cooking food thoroughly and not reheating food
 - cleaning routines for safe food practice, including cleaning of utensils, preparation of surfaces, cleaning floors and food storage areas.
- Show learners how to wash their hands thoroughly. If you do not have easy access to water, use a YouTube video or equivalent.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs*
- *Unit 22: Cooking Activities With Children*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Provision of a safe and stimulating environment: 10, 13–16
- Caring skills: 62–64, 70, 71

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Lean, M., *Fox and Cameron's Food Science, Nutrition and Health*, London, Hodder Arnold, 2006 (ISBN 978-0-340809-48-8)

This book provides detailed background reading on the different nutrients and their functions within the body.

Barasi, M., *Nutrition at a Glance*, Wiley-Blackwell, 2007 (ISBN 978-1-405134-87-3)

This book provides information on the nutritional needs of children of different ages and stages and how these needs can be met by diet.

Journals

Good Food

Provides recipes and information on food preparation as well as information on foods in season and cooking for and with children.

Videos

British Nutrition Foundation on You Tube – BNF Healthy Eating Video Podcast – acts as a stimulus to start thinking and discussion on healthy eating.

British Nutrition Foundation – Looking after Food – provides information on how to prevent food causing illness.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.babyweaning.com

Provides information on current weaning theories.

www.food.gov.uk

This is the website for the Food Standards Agency, which provides details of current food hygiene legislation.

www.nutrition.org.uk

The website of the British Nutrition Foundation provides information on nutrition.

Unit 16: Working With Children Under 3 Years

Delivery guidance

This unit looks at the knowledge and the skills needed for good practice for working with babies and young children. This means that your learners will need to build on their knowledge of child development and play and how to support language and communication and personal, social and emotional development. This unit considers one year at a time as a huge amount happens developmentally in each year. Intrinsic in this unit is the role of the key person and the importance of work with parents to ensure continuity of care to support the development of babies and young children.

The specific nutritional requirements of children under 3 are covered in learning aim A. It is important for your learners to understand about feeding requirements for babies under 6 months as this will equip them with the knowledge they need to provide for these babies and prepare them for work in home-based settings. Learners will need to be taught about appropriate food for babies from 6 months of age and for young children; this will include weaning, meals, snacks and drinks.

The focus of learning aim B1 is to provide learners with the knowledge and understanding of how to support the development of babies under 1 year. Learners need to know how to interpret the communication of individual babies in order to meet their developmental needs. The knowledge gained here should support learners on placement to develop their skills to 'tune in' to babies and respond sensitively and appropriately. Early years settings work in different ways to balance the needs of individual babies with the needs of others and your learners will explore ways this can be achieved. Learners will need to know how to support babies' sensory exploration and investigation.

Learning aim B2 looks at providing an environment for children in their second year to support curiosity and exploration and providing routines that respect and value them as individuals. Children from 1 to 2 years experience very strong emotions, which often change quickly and are expressed through actions and body language. It is important that learners have realistic expectations of behaviour for this age group and know how to respond appropriately in order to guide children towards prosocial behaviour. Learners need to understand how communication development for children at this age contributes to cognitive, personal, social and emotional development.

There is an enormous developmental difference between being just 2 and being nearly 3. Learning aim B3 looks at this qualitative difference and responsive provision to meet the needs of 2 year olds in early years settings. It is important for learners to know how to give children appropriate support for self-reliance and provide them with manageable challenges and how this contributes to a positive environment for personal, social and emotional development.

The very youngest children need responsive, sensitive adults who are able to 'tune in' and respond with empathy and patience. This is covered in learning aim C. This should encourage your learners to reflect on the skills and qualities they need for effective practice when working with children under 3.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 16: Working With Children Under 3 Years

Introduction

Present learners with the statement: 'Brain development in the first 3 years is more rapid than at any other stage of development.' See if you can elicit from learners how this knowledge affects provision for babies and young children in early years settings.

Learning aim A: Understand how to meet the nutritional needs of children under 3 years

The nutritional requirements in the first 6 months including differences between breast milk and between different types of first infant formula milk, follow-on milks and soya milk.

- Begin by asking learners to reflect on the importance of nutrition for growth and development. Ask learners to research the components of breast milk. Provide learners with information from packaging of different formula milks and ask them to draw up comparative tables, which would be helpful for reference in their work with babies.

The amount of formula and frequency of feeds for a baby to include how to calculate the amount required in relation to the baby's weight.

- Show learners the formula to calculate the amount of formula milk required by babies in 24 hours in relation to their weight. Ask learners to calculate the amount required by babies of different weights in a worksheet.

How to support mothers in an early years setting who are breastfeeding, include providing a comfortable environment for a mother to feed or express milk.

- Ask learners to think about the emotional and physical support that mothers who are breastfeeding may need when they are leaving their baby in an early years setting. Ask learners to work in small groups to consider ways that a setting can provide appropriate support to enable mothers to continue breastfeeding.

How to prepare feeds, including sterilisation of equipment, preparation of formula feeds and storage of breast milk.

- Demonstrate different ways of sterilising feeding equipment. Ask learners about methods used in work placements and discuss the pros and cons.
- Demonstrate the correct method of preparing formula feeds, followed by a practical session where learners make up a formula feed.

How to bottle-feed a baby, to include ensuring safety, creating a comfortable and relaxed experience which will promote attachment and interaction.

- Ask a parent to bring a baby into the centre for learners to observe a bottle feed. See if learners can identify how the baby's emotional and social development is supported during feeding.

Weaning, to include why weaning is necessary, current guidelines about when to start, foods to offer, foods to avoid and baby-led weaning.

- Introduce reasons for weaning, including nutritional and developmental.
- As part of their independent study ask learners to find out the current guidelines about when to start weaning, food to offer and foods to avoid.
- Ask a parent who has followed baby-led weaning to come in to the centre to discuss the approach.

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The nutritional needs of young children, to include the importance of iron, vitamin D and calcium.

- Ask learners to work in groups to produce a food policy for a setting for children under 3 years, which sets out how the nutritional needs of young children will be met explaining the importance of nutrients, including vitamins and minerals, for growth and development.

Meals, snacks and drinks for young children to meet their nutritional and energy needs, to include the importance of providing a variety of foods, water or milk drinks and opportunities to taste five fruit and vegetables a day.

- Ask learners to work in small groups as virtual nursery teams to plan a menu for a week for a particular age group, to include all meals, drinks and snacks. They could present their menus to peers, justifying their choices.

Learning aim B1: Understand how to meet the specific developmental needs of babies under 1 year

The importance of 'tuning in' to babies to support the development of attachments to key person by understanding and responding to their communications, to include interpretation of crying.

- Use a class discussion to explore why 'tuning in' to babies is important. See if your learners can identify reasons that include meeting physical needs as well as supporting emotional development by providing a sense of security.
- Show learners short film clips of babies crying, to explore different cries and reasons why babies may cry. Discuss with learners the difficulties in identifying the reasons for crying. Emphasise the individual responses of babies and the role of the key person in responding to communications, including crying.

How to respond to distressed babies, including staying calm, picking up the baby, speaking in soothing voice, gentle rocking or stroking, looking for visible signs of illness, injury or discomfort.

- Ask learners to observe adults in their work placement responding to distressed babies. Ask them to record different techniques that were successful.
- Explore with learners the role of the key person in responding to distress in babies and the importance of sharing information with parents about how to meet the individual needs of their baby.

The importance of responding to individual needs in care routines and having routines similar to those at home as this will help the baby feel secure and follow parental preferences.

- Use observations, case studies or film clips of different care routines with babies in early years settings. See if learners can identify the extent to which the individual needs of the babies were met in the routines. Ask learners to work in groups to make suggestions of how the routines could be developed to meet the individual needs of the babies, presenting their suggestions to peers giving reasons to support their decisions.

How to balance the needs of individual babies with the needs of others in group care, including being organised by planning and preparing ahead for routines and activities and selecting activities to appeal to more than one child.

- Invite in a manager from an early years setting to talk about how their setting balances the needs of individual babies with the needs of others in group care.

How to prepare a sensory environment indoors and outdoors, to include activities to explore different sounds, vision, taste, smell and different textures.

- Ask learners to research and plan a sensory environment suitable for babies under 1 year indoors and outdoors in an early years setting.

Unit 16: Working With Children Under 3 Years

Objects and toys to support oral exploration which are safe and hygienic, including household objects and natural objects, which have an interesting texture, shape and smell.

- Bring in some commercial plastic toys for babies and a range of natural objects to encourage oral exploration. Ask learners to explore the toys and the objects and compare ways aspects of babies' development may be encouraged.
- Role play a discussion with a parent who is questioning the choice of objects and toys offered to the babies in the setting.

Learning aim B2: Understand how to meet the specific developmental needs of children from 1 to 2 years

How to create an environment and experiences indoors and outdoors to support curiosity and exploration, including books for sharing, mirrors, water, swings, sit and ride toys, heuristic play and soft play areas.

- Use the snowball method to ask learners to identify the features of an environment to support the curiosity and imagination of children from 1 to 2 years. Feedback to a small group. Share ideas with whole group to agree features that need to be included.
- Ask learners to research and plan an environment indoors and outdoors to support the curiosity and exploration of the children for 1 to 2 years and present their ideas to peers, justifying their choices.

How to provide routines that value and respect children, including sufficient time, offering choices, predictability and familiarity.

- Ask learners to work in small groups as members of a virtual nursery to plan different routines for an early years setting for children from 1 to 2 years, which value and respect children. Learners can then present their ideas to their peers, justifying their choices.

The importance of transitional objects or comforters and how to make sure they are readily available if the child is distressed and at rest or sleep times.

- Explore with learners the importance of transitional objects for children's feelings of security. Discuss how settings ensure young children have access to their transitional objects when they are needed.

The importance of recognising that egocentricity is part of expected development and that it may lead to defiance and resistance; this will help adults to understand and respond appropriately to children.

- Ask learners to examine observations or film clips of children between 1 and 2 years demonstrating defiance and resistance. Use the observations to analyse reasons for the behaviour demonstrated and the links between behaviour, language and cognitive development.

The role of the adult in supporting labile emotions, including staying calm and not overreacting.

- Ask learners to observe the emotional development of children from 1 to 2 years in an early years setting. Discuss the observations to explore how the emotions of children of this age change rapidly. See if learners can identify what may have contributed to emotional changes. Use class discussion to explore ways that the key person and parent can work together to support a child's emotional changes by providing a sense of security and a consistent response.

How to use distraction to manage unwanted behaviour and avoid conflict and tears, including showing the child something else to interest them or giving them an alternative toy.

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- Use a class discussion to explore the role of the key person in understanding the needs and individual responses of a child, what may trigger unwanted behaviour and distraction techniques that may be appropriate.

The importance of supporting the communication development of children from 1 to 2 years to their social and emotional development and learning, including how helping children to develop their receptive language and first words helps them understand what is happening and makes them feel more secure.

- Review learners' understanding of the links between communication and language development and social and emotional development and learning. Use class discussion to focus on the particular importance of communication development for children of this age.

Learning aim B3: Understand how to meet the specific developmental needs of children from 2 to 3 years

How to create an environment that supports children's increasing self-reliance, to include providing easy access to resources and opportunities to feed and dress themselves.

- Ask learners as part of independent study to carry out observations in their placement with children from 2 to 3 years to assess the extent to which the environment is organised to enable the development of self-reliance in routine tasks and activities. Explore the observations in group discussion.

The importance of creating experiences for role play for social and emotional development and learning; these help children to feel grown up, encourage vocalisation and encourage children to develop play with others.

- Review learners' understanding of the significance of role play in encouraging the development of children from 2 to 3 years.
- Ask learners to work in groups to plan a role play area for children from 2 to 3 years. Learners present their plans to the whole group explaining how the children's development will be supported.

The value of involving children in routine activities in the setting; children enjoy helping adults and gain a feeling of importance and learn physical skills and vocabulary by talking to the adults.

- Use observations, case studies or film clips of children aged 2 to 3 years involved in routine tasks/activities in the setting. Ask learners to evaluate the extent to which children's all-round development is supported.

How to create experiences for manageable challenge by providing activities and experiences which allow exploration to help them make connections and make their own challenges, including heuristic play.

- Ask learners to carry out observations of a child from 2 to 3 years and plan two experiences to allow exploration and challenge. Ask learners to present their plans to the group and justify their choices.

The importance of understanding impulsive behaviour; this will help adults keep children safe by taking necessary safety measures and by having toys and equipment ready for them.

- Use class discussion to review learners' understanding of reasons why children aged 2 to 3 may behave impulsively and ways adults can keep children safe.

Appropriate guidelines for acceptable behaviour, to include having realistic expectations and responding consistently.

- Ask learners to review behaviour policies from different settings to compare ways to support acceptable behaviour.

Unit 16: Working With Children Under 3 Years

How to avoid temper tantrums as far as possible by ensuring children who are tired, hungry and emotionally insecure are given appropriate support, as these are possible triggers for tantrums, organising to prevent boredom and the provision of duplicates of favourite toys.

- Ask learners to prepare a presentation for an open evening for parents about how the setting works to support acceptable behaviour and avoid temper tantrums.

How to manage temper tantrums, including reassuring the other children, staying calm and near the child; once the child has calmed down giving the child praise and attention to help them learn that positive behaviours are valued.

- Invite a practitioner from an early years setting to speak about how children's positive behaviour is supported and ways children's temper tantrums are managed.

Learning aim C: Understand the skills and qualities needed to work with children under 3 years

Qualities required for work with children under 3 years, including patience, a sense of humour, sensitivity, a caring approach, empathy, enthusiasm, calmness, offering a professional and positive role model, a genuine interest in young children.

- Organise learners into small buzz groups to list the qualities that are needed to work with children under 3 years and feedback to the whole group to consolidate the list.
- Ask learners to carry out a self-analysis of their qualities using the agreed list.

Skills for work with children under 3 years, including interpersonal skills, observational skills, organisational skills and initiative, and literacy and numeracy skills.

- Ask learners to work in groups to devise a job advertisement for a position working with children under 3 years in an early years setting, including a person specification listing the skills and qualities required and giving reasons why.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 1: Child Development*
- *Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs*
- *Unit 7: Supporting Children's Personal, Social and Emotional Development*
- *Unit 15: Food and Mealtimes in the Early Years*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Effective relationships with children: 1–4
- Prepare for play and learning with children aged from birth up to 1 year, 11 months: 72–75
- Support play and learning with children aged from birth up to 2 years: 76–78
- Support literacy with children aged from 2 up to 4 years: 91–93
- Skills for work with children aged from 4 up to 8 years in a classroom environment: 99–102

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Lindon, J., *Helping Babies and Toddlers Learn: A Guide to Good Practice with Under-threes* (2nd edition), National Children's Bureau, 2006 (ISBN 978-1-904787-87-7)

This book will help learners tune in to under-3s, to value what they are learning and enjoying right now, and not rush them on to what might seem more important skills or 'milestones'. There are examples and activities to encourage learners to reflect.

Lindon, J., *What Does It Mean To Be One?* (3rd edition), Practical Pre-School Books, 2012 (ISBN 978-1-907241-39-0)

This book explores the developmental needs and likely skills of babies and young toddlers with reference to the prime and specific areas of development for 1-year-olds of the revised EYFS. Easy-to-access reference book with checklists and points that highlight good practice to encourage learners to reflect.

Lindon, J., *What Does It Mean To Be Two?* (3rd edition), Practical Pre-School Books, 2012 (ISBN 978-1-907241-38-3)

This book explores the developmental needs and likely skills of 2-year-olds with reference to the prime and specific areas of development for 2-year-olds of the revised EYFS. Easy-to-access reference book with checklists and points that highlight good practice to encourage learners to reflect.

Page, J., Clare, A. and Nutbrown, C., *Working with Babies and Children: From Birth to Three*, Sage Publications Ltd, 2013 (ISBN 978-1-446209-06-6)

This book focuses on work in settings of all kinds to promote best practice and offer a high-quality experience for the age range. All the material presented is accessible and clear.

Journals

Nursery World (www.nurseryworld.co.uk)

Contains articles about approaches to work with children under 3 years and information about nutrition.

Early Years Educator (www.earlyyearseducator.co.uk)

Includes features about current best practice in work with young children.

Videos

Siren Films (www.sirenfilms.co.uk)

DVDs of play and development in the first year, babies, toddlers and 2-year-olds taking part in outdoor play.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.nhs.uk/conditions/pregnancy-and-baby

Weaning guidance can be found here.

www.publichealth.hscni.net/publications/birth-five

Department of Health Publication – Birth to Five.

www.infantfeeding.info/

Impartial information about infant feeding.

www.foundationyears.org.uk/

For all aspects of children's development, policy, practice and resources.

Unit 17: Working With Children in Home-based Care

Delivery guidance

Learning aim A begins by exploring the value of home-based childcare for children and families. It considers the importance of consistency of care in supporting children to form secure and close relationships from birth until their teenage years. Home-based childcare allows smaller groups of different-aged children to be cared for together. Smaller groups may benefit some children, including vulnerable children with emotional development and confidence needs. Home-based childcare also offers the benefits of siblings being cared for together, which can aid a child's emotional development and wellbeing through shared experiences, as well as advantages for parents. Learners will recognise how home-based childcare can provide children with the benefits of real-life learning experiences and community-based activities, which support children's resilience and self-esteem.

As sole practitioners, it is essential for learners to understand how to establish a safe and healthy home-based environment. This is covered in learning aim B. Learners will recognise children's vulnerability and understand their duty to keep children safe and healthy. The learning aim explores the importance of identifying and managing risk while also allowing children the opportunity to calculate, avoid and understand the consequences of danger. Learners will cover the management of outings, inspection requirements and the value of a secure indoor and outdoor environment.

Learners will understand the principles of safeguarding, which include establishing policies and procedures, following government and local guidelines, and safe recruitment of staff. Home-based childcarers are vulnerable to allegations of abuse and issues concerning confidentiality. It is important for learners to be aware of this and what impact it can have on their own families, and how to protect themselves. Learning aim B also looks at how the learner can influence children and families to make healthy lifestyle choices, such as learning about good nutrition through involving children in the planning and preparation of meals, physical activity and good hygiene practices. Learners must be aware of first aid and the legal requirements relevant to their home country.

Uniquely, home-based childcare often allows for children of various ages to play together. Learners therefore need to understand how this can be achieved. Learning aim C looks at how important it is to observe, assess and plan so that children are given a range of learning opportunities. Learners will explore how they can ensure that children of different ages can participate while allowing children opportunities to make choices and play spontaneously. Learning aim D focuses on how to meet the personal, social and emotional needs of children in a home-based environment. It covers the importance of recognising and meeting the unique needs of every child to ensure all children feel welcomed and valued and are given equal chances. The learner will understand how to form a secure relationship with a new child, as well as managing the impact that new relationships with children may have on other children in the group. Learners will also cover managing behaviour and meeting the emotional health needs of children in home-based settings, and the importance of inclusion, respecting and valuing children's contributions, the United Nations Convention on the Rights of the Child and the Mosaic approach.

Learning aim E explores the value of working closely with parents and other agencies as partners. The knowledge gained here will help learners to recognise the benefits of sharing children's learning and development journeys with their families as well as other professionals. It reminds learners of the importance of clear boundaries and the need to remain professional and clear about the service provided.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 17: Working With Children in Home-based Care

Introduction

Consider asking learners to reflect on a key person in their lives who cared for them as children outside of their home. This could be a relative or a nursery teacher etc. Focus learners on the qualities of the person caring for them. How did the relationship make them feel?

Learning aim A: Understand the value of home-based care for children and families

How home-based care provides consistency of care for children and families, including the opportunity to form close relationships with the carer.

- Ask learners to list the benefits of being cared for by one person in a home-based environment.

Ways that home care can be responsive to children's individual needs as the home-based carer will be able to gather a huge amount of information about the child and provide consistent support to parents.

- Start a class discussion to explore the stages that children go through, e.g. potty training, walking, talking and weaning, and how home-based childcarers could support and offer guidance to parents.

The advantages of flexibility to meet needs of parents and children, including 'part-of-the-day' care, term-time care only and before-and-after-school care, enabling children to access services within the local community.

- Show learners a short film clip of parents using home-based childcare and discuss the benefits of this type of flexibility. (See the Resources section below for suggested sources.)

The benefits of siblings being cared for together, including benefits to a child's emotional development and wellbeing through sharing experiences, and advantages for parents of having children in the same setting.

- Title two large sheets of paper with the headings 'Benefits for children' and 'Benefits for parents'. Ask learners to write down their ideas for each and then discuss. Learners could then produce an information leaflet to be given to parents.

How home-based care may provide continuity of care through to teenage years, providing strong attachment with continuity and support for transitions.

- Ask learners how they think this continuity supports children's learning and development, focusing on the transitions that children encounter and the role of the home-based childcarer in supporting these.

The benefits of real-life learning experiences and community-based activities, including how this supports children's resilience and self-esteem.

- Ask learners to consider different real-life learning experiences that can be had in a home-based setting that may be different from a day nursery, e.g. opportunity to care for pet or regular trips to the library. Ask them to create a table showing experiences and benefits.

How children may benefit from care in a smaller group, including how vulnerable children with emotional development and confidence needs benefit from secure attachment, continuity of care and a flexible approach.

Unit 17: Working With Children in Home-based Care

- Refer back to the video clip showing parents using home-based care and ask learners to consider the benefits of care in a smaller group, especially for vulnerable children with emotional development and confidence needs.

Learning aim B: Understand how to establish a safe and healthy home-based environment

The importance of identifying and managing risk while at the same time promoting independence and resilience, including risk assessments, adult responsibility, child involvement in managing risk, management of outings, inspection requirements and the value of a secure indoor and outdoor environment.

- Ask learners to think about their homes and identify any risks and hazards that might be present. Then ask them to list them and identify solutions.
- Show a video clip of children being allowed to safely manage risk in an outdoor environment. (See the Resources section below for suggested sources.)

The principles of safeguarding, to include establishing policies and procedures, following government and local guidelines, safe recruitment of staff, support of families, impact on your own family if a child protection issue occurs and awareness of own vulnerability to allegations and confidentiality.

- Use a class discussion to identify the key components of a safeguarding policy, and what a home-based childcarer might need to consider if they wished to employ assistants. Consider other adults and family members who may be in the home.
- Ask learners to provide a list of good practice guidelines to protect them and their families against allegations of abuse, e.g. recording existing injuries, exact times of arrivals and departures, use of appropriate language, clothing etc.

How to promote healthy lifestyles in a home-based setting, including food hygiene, nutrition, involving children in the planning and preparation of meals, physical activity, first aid and legal requirements relevant to home country.

- Give learners the School Food Trust early years nutritional guidelines and ask them to plan a weekly menu that will satisfy the needs of children aged 6 months, 2 years and 4 years. Focus learners on what they need to consider when planning and preparing food for children and how they could involve children in the preparation of some of the meals.
- Ask learners to consider how else healthy lifestyles can be promoted. Plan a weekly schedule that includes a variety of physical activities both indoors and out. Consider the value of managing risk to allow children the opportunity to explore their environment.

Learning aim C: Understand how to provide play for differing ages of children in a home-based environment

How to recognise the play needs of children at different ages through observation and assessment, to include naturally occurring opportunities during play in the park or at mealtimes.

- Give learners an image of a park and ask them to discuss and record the variety of play opportunities for children aged 6 months, 2 years and 7 years.

How to measure and record children's progress, to include using photos, videos and recording on sticky notes.

- Show a video clip of children playing in a home-based setting and ask learners to write down what they observe. Following discussion ask them to decide how they would record their observation. (See the Resources section below for

Unit 17: Working With Children in Home-based Care

suggested sources.)

Understand the value of planning for children's play and how to do this effectively within a home-based setting based on the appropriate curriculum appropriate to the home country, to include using everyday routines to plan challenging learning opportunities.

- Following on from the video clip, ask learners how they could use what they have observed to plan further activities and how this might link to the appropriate curriculum.

How to use everyday activities to support play, including supporting language and communication, mathematics and science concepts and physical skills in preparing meals and snacks, washing up, caring for pets, school runs, sorting clean washing.

- Give learners cards naming everyday activities, e.g. sorting clean washing, setting the table, nappy changing, feeding, bath time and title large sheets of paper with the different potential learning areas, e.g. 'counting', 'sorting', 'language and communication', 'colour matching', 'physical skills'. Ask learners to match the activities to the potential learning headings. (Specific reference to a child aged between 24 and 36 months is a good way to tie in a discussion of the EYFS Progress Check.)

How to encourage children of different ages to participate in different types of play at the same time, including physical play, by planning, having a flexible approach and providing alternatives.

- Give learners a short case study of a home-based childcarer who is caring for four children from 3 months to 12 years during the school holidays. Ask them to discuss in small groups the types of activities they might offer. (Specific reference to a child aged between 24 and 36 months is a good way to tie in a discussion of the EYFS Progress Check.)

The importance of balancing child-initiated and adult-led play with children of mixed age ranges to develop language, concepts, creativity, and social and emotional development.

- Ask learners to bring in a range of activities, e.g. messy play, books, puzzles etc and then ask them to consider whether they are each child-initiated or adult-led and why. Can they be both?
- Ask learners to consider how their activities develop language, concepts, creativity, and social and emotional development.

How to provide opportunities for children to make choices and play spontaneously, to include supporting children's decision making by ensuring resources are accessible.

- Ask learners to reflect on a childcare setting they know and consider how children are encouraged to make decisions and access their own resources. Ask them to record what they like about the setting and what could be improved.

How to show children you value their play, to include using praise and encouragement, by providing a relaxed, unhurried atmosphere and enabling children to return to activities.

- Ask learners to think about a child they know and consider how they have helped that child to recognise that their play is valued, e.g. praising a painting they created.

Learning aim D: Understand how to meet the personal, social and emotional needs of children in a home-based environment

The importance of recognising and meeting the unique needs of individual children in a group setting, as all children need to feel welcomed and valued and given equal

Unit 17: Working With Children in Home-based Care

chances.

- Ask learners to research the idea of the unique child, focusing on how they might ensure that every child in their setting identifies their uniqueness. Report back their findings for further group discussion.

How to form a secure relationship with children, including through meetings and settling-in visits.

How to manage the impact that new relationships with children may have on other children in the home, including your own children, by ensuring children have a safe place for their own possessions, by setting time aside for individual children, and by giving children responsibilities in the home.

- Invite a registered childminder to talk about how they form initial relationships with children and how this has impacted on their own children as well as other children in the home. Encourage learners to prepare questions for the session.

The benefits of listening to and consulting children, including how to listen to children and involve them in making decisions, respecting and valuing children's contributions, the United Nations Convention on the Rights of the Child and the Mosaic approach.

- Ask learners to research participation methods, and discuss the benefits.

How to meet the emotional health needs of children in a home-based environment to include managing transition, welcoming and valuing children and encouraging children to feel positive about their own ethnic, cultural and religious identities.

- Referring back to the unique child, ask learners to remember a time when they experienced a transition as a child, e.g. changing schools, moving house etc. Focus learners on the emotional impact this had on them. Could their experience have been better?
- Give some example case studies of children from different ethnic, cultural and religious identities who are due to start at a home-based setting. Explore how learners can ensure these children feel positive about their own identities.

How to manage behaviour in home-based settings, including the impact on your own children, promoting positive behaviour through praise and role modelling, working closely with parents to provide continuity, having consistent boundaries and ground rules, and having realistic expectations of behaviour.

- Ask learners to think about some unwritten rules they already have around behaviour at home, e.g. they take their shoes off indoors, they eat at the table etc. Now ask them to consider what might be important as a home-based childcarer. How would they involve parents and children? If they have their own children how do they manage their behaviour?
- Ask learners to consider who they looked up to as a child, was that person a good role model and why?

Understand the importance of inclusion, to include understanding personal responsibility in relation to current legislation relevant to home country, available support, how to make the home environment accessible, the early identification of needs and how to work with other agencies to support the child and family, challenging discriminatory practice and supporting families with disabilities or whose home language is not English.

- Ask learners to research current legislation relating to equality and consider how it impacts on practice.
- Give learners a case study describing a parent who has stated that they don't wish their little boy to dress up in a ballerina costume. Ask the learners how they would manage this.

Learning aim E: Understand the role of parents and other agencies as partners in home-based childcare

The benefits of working with parents as partners in home-based care, to include managing behaviour, sharing information, providing support, sign-posting to other agencies, involving parents and the value of parents understanding policies and procedures.

- Ask learners to think about children they know and the relationships these children have had with the people who have cared for them. Focus the learners on whether these relationships were positive or negative and how this impacted on the children's outcomes.

Supporting parents with early identification of needs, including using a sensitive approach, focusing on the child's achievements, sharing observations and sign-posting to other professionals.

- Role play a home-based childcarer discussing with parents that their 2-year-old is having difficulty making themselves understood due to a possible speech delay. Focus the learners on the need for sensitivity when delivering this type of information. Encourage them to focus on the child's achievements. Discuss how they would share observations and sign-post to other professionals.

Making links with home learning, to include using learning journeys and daily diaries for parents to share children's progress and developments at home.

- Ask learners to consider ways that they could encourage parents to share learning that takes place across settings. Carry out research into the different ways to share children's progress with parents, provide examples of learning journals and daily diaries and ask learners to complete a section of each using information about a child that they know.

The benefits of working with other agencies to support children and families, including early years settings, children's centres and voluntary organisations such as Home-Start and bereavement networks.

- Share good practice examples from PACEY (Professional Association for Childcare and Early Years) website.
- You could invite the manager of a local children's centre or one of the other organisations listed above to come and talk to your learners, focusing on the benefits of working with other agencies. A local bereavement counsellor could also run a question and answer session for you.

How to establish links with other settings, to include home learning, developing effective partnerships within the local community, sharing good practice, supporting transitions and developing networks.

- Role play a newly registered childminder who doesn't know anyone attending a childminding group in a local children's centre for the first time. Ask learners to consider what this might feel like, how it could be made easier for a new childminder to create links with the local community and what the benefits are.

Understand the importance of boundaries when working with parents, including the need for clear policies and a professional relationship, supported by a contract which is reviewed regularly.

- Role play a parent who repeatedly collects their child from the home-based setting 15 minutes late. Ask the learners to consider why this might be a problem and how it could be resolved.

How to respect different cultures, including asking parents to share information about their cultures, planning activities, challenging discrimination and role modelling own genuine interest in others.

Unit 17: Working With Children in Home-based Care

- Remind learners of the unique child and ask them to consider a particular culture and imagine having a child of this culture in their setting. Discuss how they would go about ensuring they had all the relevant information to support the child's individual needs.

The importance of understanding ethnicity to help children to develop a secure and positive sense of their own cultural or ethnic identity.

- Use class discussion to explore ethnicity and its links with the above activity.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 1: Child Development*
- *Unit 2: Play and Learning*
- *Unit 4: Health and Safety in Early Years Settings*
- *Unit 8: Safeguarding in Early Years*
- *Unit 9: Observation, Assessment and Planning*
- *Unit 18: Managing a Home-based Childcare Business*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Effective relationships with children: 1–4
- Professional relationships with adults: 7
- Provision of a safe and stimulating environment: 8–22
- Prepare resources for play and learning: 23–27
- Set up and maintain interesting and attractive areas/activities: 28–40
- Support children's learning in areas/activities: 41–56
- Support outdoor play and learning: 57–60
- Caring skills: 61–71
- Prepare for play and learning with children aged from birth up to 1 year, 11 months: 72–75
- Support play and learning with children aged from birth up to 2 years: 76–78
- Support literacy with children aged from birth up to 2 years: 79–84
- Observe, assess and plan for children aged from birth up to 1 year, 11 months: 85–86
- Support the practical learning of children aged from 2 up to 4 years through activities and interactions: 87–90
- Support literacy: 91–95
- Observe, assess and plan for children aged from 2 up to 4 years: 96–97

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Riddall-Leech, S., *Home-Based Childcare for Childminders and Nannies: Level 3 Unit CYP0P 5*, Heinemann, 2010 (ISBN 978-0-435045-90-6)

This book shows how to set up a home-based childcare setting and makes reference to the regulatory requirements in England.

Tassoni, P., *Penny Tassoni's Practical EYFS Handbook (2nd edition)*, Pearson, 2012
(ISBN 978-0-435077-78-5)

This book shows learners in England how activities and planning link to the EYFS.

Videos

Teachers TV:

www.tes.co.uk/teaching-resource/Childminder-2-6083353/

www.tes.co.uk/teaching-resource/The-Outdoor-Environment-6082873/

Video clips of effective practice in both home-based settings and nurseries.

EYFS CD ROM (www.education.gov.uk), which gives short clips of observations.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.pacey.org.uk

The Professional Association for Childcare and Early Years provides extensive information about how to run a home-based childcare business.

www.pupilvoicewales.org.uk/english/nursery/case-studies/listening-and-choosing-20-minute-session-under-4s/

Information on participation methods.

www.pacey.org.uk/partners/childrens_centres/childrens_centre_resources.aspx

Good practice examples from the PACEY (Professional Association for Childcare and Early Years) website.

Unit 18: Managing a Home-based Childcare Business

Delivery guidance

The essential knowledge required to establish a home-based childcare business is the focus of learning aim A. Learners will understand the legal obligations and financial responsibilities of running their own business. Learning aim A covers the registration requirements, learners' suitability, i.e. what qualifications they hold, and the implications of being self-employed. Your learners need to know which policies and procedures are applicable and how to create policies that truly reflect their working practice. Childcare is a competitive business so your learners need to know about the value of effective marketing and how to recognise their unique selling points. Any business has to be sustainable so learners need to plan to reflect and improve to ensure continued success. It can be too easy for learners to run their business at a loss unless careful consideration is paid to fee setting, terms and conditions and expenses. As home-based care can be an isolating job, it is important that your learners are aware of sources of support, including other home-based carers, the Professional Association for Childcare and Early Years (PACEY), local children's centres etc.

Learning aim B looks at the importance of effective management of a home-based business. Your learners will have many routines to fit into the day and will need to recognise the importance of effective time management. In order to ensure good outcomes for children, learners will understand and plan activities for their home nation's curriculum. Learners will understand how to keep accurate records and have an awareness of how ICT systems can support their business, whether in keeping financial records on a spreadsheet or the creation of newsletters for parents. As the leaders of their settings, your learners will need to understand the importance of professionalism and identify the benefits of multi-agency working in improving the lives of children and families. Some learners may wish to work with others and this learning aim also addresses safe recruitment and the management of staff and volunteers. Both are essential in safeguarding children in the home-based setting.

The early years sector is never static so your learners need to recognise and manage change effectively. Continuous improvement requires your learners to understand the importance of self-reflection – including seeking feedback from children and their parents – and the value of continuous professional development (CPD).

Professionalism is covered in learning aim C and the knowledge gained here should help learners to recognise the valuable role they play in balancing sensitive care-giving while adopting a business relationship. In order to give parents a good first impression, learners need to know how to present their service, ensuring that parents and children feel welcome and valued. Arrangements need to be formalised through use of contracts, records, policies etc. to ensure clear boundaries, leaving no room for misunderstandings at a later date.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 18: Managing a Home-based Childcare Business
<p>Introduction</p> <p>Ask learners to imagine they are a parent looking for a home-based childcarer for their child. What would be important to them as they begin their search?</p>
<p>Learning aim A: Understand how to establish a home-based childcare business</p> <p><i>The responsibilities of managers of home-based childcare businesses to comply with current legislation and guidance relevant to home country, to include self-employment, registration and qualifications.</i></p> <ul style="list-style-type: none"> • Show learners (or direct learners to) the HMRC guidance for home-based childcarers. Ask them to discuss the steps they will need to take in order to register as a self-employed business. • Ask learners to research the registration and inspection process through Ofsted or an Ofsted registered childminding agency • Ask learners to read through the statutory requirements for registered settings in the Early Years Foundation Stage (EYFS) 2014 and highlight relevant sections for home-based childcare. You could set questions about the implications for their own setting. <p><i>The current requirements for in-home childcare insurance (including personal liability, employer liability, sickness cover, setting), taxation and National Insurance, holiday pay.</i></p> <ul style="list-style-type: none"> • Ask learners which types of insurance they think are required and why. Ask them to research the level of tax and National Insurance contributions applicable to self-employed people. Using this information, ask learners to create an information leaflet aimed at those interested in starting a home-based childcare business. <p><i>Policies for home-based childcare, including health and safety, behaviour, safeguarding, equal opportunities, data protection and confidentiality.</i></p> <ul style="list-style-type: none"> • Show learners a selection of sample policies and ask them to think about how policies meet the legal requirements of the EYFS. • Learners could create their own policy using these examples. Remind learners that each policy must be unique to their setting, meet statutory requirements and reflect their own practice. <p><i>How to research and market your business, to include the aims of your service, marketing plans, promoting your service, websites, advertising, Unique Selling Points (USPs) and assessing the childcare needs of your local community.</i></p> <ul style="list-style-type: none"> • Lead a discussion about researching and marketing businesses. Introduce learners to key business skills by prompting them to think about well-known businesses. Look at the website of a big business and find its aims and objectives. Brainstorm with learners what a childcare setting's aims might be. • Ask learners to work in pairs to research local childcare provision and what the needs of parents and families in their community might be. • Based on their research on local childcare provision, ask learners to individually write a list of possible unique selling points and then share the list with a partner. Are the learners offering something unique, something different? • Ask learners to create a set of aims for a childcare business that they would like to

Unit 18: Managing a Home-based Childcare Business

establish.

- Discuss with learners about marketing and creating a marketing plan. Brainstorm possible marketing methods for a childcare business within the local community and, if possible, show a selection of marketing plans from other businesses.

How to access support, to include the Professional Association for Child Care and Early Years (PACEY), children's centres, the local authority, local networks and Her Majesty's Revenue and Customs (HMRC).

- Use a class discussion to see if learners can identify the areas where they may need support, and then ask who would be able to offer this support.

How to make a home-based childcare business sustainable, to include financial planning, keeping accounts, managing expenses, allowable expenses, business plans, provision of overnight care as a USP and quality assurance schemes.

- Having identified the learners' aims of service and unique selling points and shared them with others, ask learners if there are some services they have not included. Would any of these help to make them more sustainable?
- Give learners a copy of a page from the PACEY accounts book showing income and expenditure. Discuss allowable expenses as negotiated with PACEY and HMRC. Discuss the importance of financial planning in maintaining the sustainability of a business.
- Invite a childminder to talk about their provision of overnight care as a USP and why this is a USP, or a childminder who is completing or has completed a quality assurance scheme. Ensure your learners have prepared questions to ask the visitor.

Learning aim B: Understand the management of a home-based childcare business

The principles of time management, to include establishing routines, providing flexibility and contingency plans.

- Ask learners to work in pairs to role play two childminders talking about the day they have had caring for three children. One of the children is potty training, one has to be dropped at pre-school at 11:30 and one has a morning nap. Ask learners to discuss the challenges they have had in meeting these routines, how they met the routines and what would have happened if something had not gone to plan.

How to plan for the appropriate curricula in home country.

- Discuss the areas of learning in the Early Years Foundations Stage and the importance of observation and a play-based approach.
- Ask learners to discuss what needs to be considered when planning for play and learning and to feedback their ideas.
- Give learners the ages, stages and descriptions of two or three children and ask them to work in pairs to plan play and learning activities for one week to include each area of learning (alternatively, learners could plan for the children in their care).

How to manage record keeping, including storage of records and confidentiality.

- Use the snowball method by asking learners to think individually about the types of records to be kept, then share their findings in small groups and then discuss a definitive list with the whole group.
- Ask learners to discuss the importance of keeping these records and ensuring their confidentiality.

Unit 18: Managing a Home-based Childcare Business

How to use Information and Communication Technology (ICT) to manage the business, to include emails and keeping digital records of finances, contact details and observations of children.

- Brainstorm with learners how ICT can be used to record observations, manage communication and maintain up-to-date contact details.
- Show an example of a spreadsheet to record expenses and ask learners to begin to fill in their own record of expenses.

The importance of multi-agency working, including its involvement in the development of services in your community, and working together to safeguard children.

- Ask learners to research the case of Victoria Climbié and discuss the number of professionals involved in her care, and how and why multi-agency working should have safeguarded Victoria.

How to manage staff, to include employment, contracts, payment, sick leave, National Insurance, safe recruitment, Disclosure and Barring Service (DBS) checks, employee rights, appraisals, encouraging reflection, supporting Continuing Professional Development (CPD) and working with volunteers and students.

- Invite a childminder who employs others to talk about the need for safe recruitment and ongoing staff support. Ask your learners to prepare questions for the visitor.
- The importance of managing change and challenges and how to manage change through a staged approach.
- Ask learners to reflect on a major change that they have experienced and how this made them feel. Did they have any strategies to help them manage the change?

The importance of evaluating service provision to identify areas for improvement and considering the implications of change for all service users, including children, parents and childminder.

- Ask learners to role play a discussion between a childminder and a parent. The childminder has just attended a training course on the use of treasure baskets. Once back at the setting she provides a treasure basket for a 6-month-old baby in her care. The parent arrives to collect the baby and is shocked to see her baby sat at the basket and exploring its contents, which include pine cones and real oranges. Ask learners to discuss how this could have been handled differently and the implications of change to both the parent and the child.
- Ask learners to create a questionnaire to evaluate the service provided. Consider if there are questions that could be answered by both parents and children.

The importance of managing continuous improvement, to include reviewing and assessing practice, maintaining quality provision, adapting provision to meet the changing needs of children and families, management and development of self and workforce and planning CPD.

- Ask learners to reflect on an activity that they have carried out during their placement. Get them to focus on what went well and what would they do differently and why.
- Ask learners to think about a learning experience. This could be a short course or part of a qualification etc. Invite them to reflect on how this impacted on their practice, views, attitudes etc. If it didn't impact, ask them to discuss why this was and share with the group.

Learning aim C: Understand how to manage relationships with families as customers in home-based childcare

The importance of establishing relationships with families as customers, including working together to improve outcomes for the children.

Unit 18: Managing a Home-based Childcare Business

- Ask learners to role play a childminder welcoming a parent and a child to their setting for the first time. Ask your learners to explain why establishing a professional relationship is so important. What might they share with parents at this time? What information might they gain from parents?

How to develop systems to support a business relationship, to include methods for sharing information, establishing formal contracts, payment arrangements, managing disputes, recognising parental wishes, confidentiality and establishing awareness of policies and procedures in everyday practice.

- Discuss the importance of developing systems to ensure the business runs smoothly while the needs of children are being successfully met.
- Ask learners to research different methods of record keeping and sharing information and make a comparison of available resources.
- Use a class discussion to explore the contents of a contract and how these will be unique for individual businesses. Discuss the importance of having a contract as a formal agreement of services to be provided and responsibilities of both the childminder and the parent or carer. Discuss the importance of establishing policies and procedures documents, which might form part of the contract agreement.
- Ask learners to role play a scenario where a parent shares sensitive information about their family and the home-based carer shares this with a friend. Ask the learners to consider the impact of breaching confidentiality in this way.
- Ask learners to work in groups to consider the types of disputes that might occur and how they might successfully manage such disputes.

The importance of the contribution of parents and children to service evaluation, to include valuing the views of all service users to improve provision.

- Use a class discussion to gather ideas about how learners could ask children and parents for feedback about their service. Get learners to research other childminders to find out different methods.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 5: Working With Parents and Others in Early Years*
- *Unit 11: Reflective Practice*
- *Unit 17: Working With Children in Home-based Care*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Professional relationships with adults: 5–7
- Observe, assess and plan for children aged from birth up to 1 year, 11 months: 85–86
- Observe, assess and plan for children aged from 2 up to 4 years: 96–97

Resources

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Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

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This book shows how to set up a home-based childcare setting and makes reference to the regulatory requirements in England.

Websites

www.gov.uk

Early Years Foundation Stage (EYFS) 2014

<http://www.hmrc.gov.uk/manuals/bimmanual/bim52751.htm>

HMRC guidance for home-based childcarers

www.ofsted.gov.uk/resources/right-start-early-years-good-practice-films-childminders-home-reading

Information on registration, inspection and video clips of good practice in childminding

www.pacey.org.uk

The Professional Association for Childcare and Early Years provides extensive information about how to run a home-based childcare business.

www.hmrc.gov.uk

Her Majesty's Revenue and Customs, providing information on self-employment, allowable expenses and self-assessment.

Unit 19: Working With Children Who Have Additional Needs

Delivery guidance

Learning aim A begins by defining 'additional needs' and looking at the different ways in which children may be affected. Learners will explore the factors that can lead to additional needs. These factors may be genetic or developmental or may be sudden, for example those caused by accidents or a change in circumstances. Learners should consider the ways in which the child's additional needs will impact on both the child and the family (for example, the effect on the child's self-esteem or the effect on siblings in the family). As there is a range of support in the wider community, you will need to explore with them the information available to families.

Learners will also need to know about the social model of disability and its impact on legislation, and provision for children with additional needs. Learning aim B looks at this and explores the legislation, regulations and initiatives that exist around provision for children with additional needs. Learners will understand the process for identifying and providing support for children with special educational needs in early years settings so that they will be able to ensure that all children have full access to the curriculum. Parents and other professionals are part of this process and your learners should be aware of what is available as well as how to involve and work with them when identifying and providing support.

Learning aim C focuses on the role of the adult when working with and supporting children who have additional needs in the setting. The knowledge gained here will help learners who are on placement and are working with these children. The learning aim looks at how to support children with additional needs in the development of self-esteem to ensure inclusive provision, to empower children and build their confidence and self-image, and to challenge discrimination. Learners will understand how to provide personal care with sensitivity, while respecting privacy and maintaining hygiene procedures.

Learners will explore how to meet children's individual needs and learn how to implement Individual Education Plans (IEPs). They will understand the importance of assessing and reviewing children's progress so that they are able to provide ongoing support. This will need to take place alongside parents and other professionals in an environment of effective communication to ensure that children have the best possible support. Your learners will be aware of the importance of following policies and procedures in the setting.

It is likely that all adults working with children will encounter children who have additional needs. In order to gain the most from this unit, if learners are not on placement they should have opportunities to observe and work with children who have additional needs so that they are able to put the unit into context.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 19: Working With Children Who Have Additional Needs

Introduction

Ask learners to complete a task that is too difficult for them. For example, reading through a list of 25 unlinked words and asking them to remember as many as they can. Or ask them to write a paragraph using their 'non-writing' hand. Give them a time limit. Ask them how this makes them feel. Relate this to children who have additional needs who may not be supported effectively.

Learning aim A: Understand additional needs of children

Definition of 'additional needs', including physical, sensory, communication, behavioural or learning disability, long-term or life-limiting condition and emotional health and wellbeing needs that impact on a child's daily life.

- Ask your learners to brainstorm what they understand 'additional needs' to mean. Encourage them to take time to try to organise how some of these may be grouped together (e.g. physical and sensory), but also emphasise that children may have more than one area of additional needs.
- Show the film clip of Kirk, who is in Year 2 in a mainstream school. (See resources below.) It is clear that Kirk has a number of complex needs. Ask learners to identify the ways in which his assistant helps him to access the curriculum through the use of additional resources. Discuss with learners the fact that many children with additional needs are now being educated in mainstream schools.
- Encourage learners on placement to talk about any children they work with who have additional needs.

Factors that may lead to additional needs, including genetic, developmental and environmental factors and accidents.

- Explain to learners the different factors that may lead to additional needs, as specified in the unit content.
- Invite a speaker who works with children with additional needs to talk to the group about the variety of needs that they come across and the support that is available.

How some children may have emotional health and wellbeing needs, including mental illness.

- Revisit the emotional development of children as looked at in *Unit 1: Child Development*.
- Ask learners to brainstorm in groups the kinds of events that may affect children emotionally. Ensure that they include issues such as parents with drug/alcohol dependency, changes of carer, abuse of any kind, bullying and/or discrimination, family break-up and/or the introduction of a new partner, serious illness or bereavement, witnessing domestic violence, transition, such as moving house.

The impact of additional needs on children, including discrimination, the effect on self-esteem and how this might affect outcomes for the child.

- Give pairs of learners cards with an additional need written on them, for example dyslexia, behavioural problems, a physical disability, Autistic Spectrum Disorder, deafness and so on. Ask them to talk to their partners about the impact that the particular additional need would have on the child.
- Ask learners to think about a time when they have been affected by some kind of discrimination and lead a discussion about how this made them feel.

Unit 19: Working With Children Who Have Additional Needs

The impact of additional needs of a child on a family, including the need for information, the need for coordinated support, the financial impact and the effect on siblings.

- Ask learners to consider the following scenarios in light of the above:
 - a child who has an inherited degenerative medical condition
 - a child who has lost the use of their hand following an accident, possibly permanently
 - a child who has Tourette's syndrome
 - a child who is visually impaired and registered blind
 - a child with severe behavioural difficulties.

Learning aim B: Understand provision to support children with additional needs in early years settings

The impact of the social model of disability on legislation and provision for children with additional needs.

- Introduce models of disability (social and medical) to learners. Look together at the kind of language now used when speaking about those who have additional needs and compare it with previous models.
- Ask learners to discuss the impact that these different approaches have had on the education of children with additional needs.

Legislation, regulations and initiatives relating to children with additional needs relevant to home country.

- Examine the Special Educational Needs and Disability Act 2001, Aiming High for Disabled Children, Children Act 2004, Warnock Report 1978, Education Act 1981. Discuss with learners why each of these has been introduced and how they have improved provision for children with additional needs.
- Discuss with learners the fact that many children with additional needs are now being educated in mainstream schools.
- Ask learners to research the viewpoint of Baroness Mary Warnock regarding inclusion and mainstream education, and how it has changed over time. Learners should relate her viewpoint to current legislation and practice.

The process for identifying and providing support for children with special educational needs relevant to home country.

- Ask learners to research the following areas in groups using the most up-to-date statutory code of practice on special educational needs:
 - SEN statutory assessment
 - Individual Education Plan (IEP)
 - Statement of Special Educational Needs
 - Early Years Action/School Action
 - Early Years Action Plus/School Action Plus.
- Ask learners to feedback to the rest of the group what they have found out about how each of these contributes to the identification and provision of support.

The importance of involving parents in the assessment process, including the recognition of their relationship with their child, their expertise and knowledge of their child.

- Ask learners to carry out the following case study:
 - Amara and Sohil are the parents of Ali, whose paperwork is about to be sent to the local authority for an assessment regarding a statement of additional needs. They speak English as an additional language and are finding the

Unit 19: Working With Children Who Have Additional Needs

process difficult, but want to support their son as best they can. They have been invited to come to the school to speak to the SENCO and educational psychologist about their involvement and the report they have been asked to write about their son's needs.

- Why is it important that Amara and Sohil write a report for Ali's assessment?
- How can the school ensure that the parents know what is happening at each stage of the assessment process?
- Can the school give any additional support to the parents?
- Use a class discussion to explore the reasons for involving parents at all stages of the assessment process.

Professionals who may be involved in supporting children in an early years setting, including an educational psychologist, occupational therapist, speech therapist, physiotherapist, health visitor and portage worker.

- Introduce examples of the kinds of professionals who may be involved in the assessment process and the nature of their involvement. If possible invite a speech therapist, occupational therapist, physiotherapist or other professional to speak to learners about how they have worked with early years settings. Allow time for learners to question them about the different aspects of what they do, including meetings with other professionals and who these might be.

The role of organisations that support parents, including voluntary organisations and Parent Partnership Services.

- In groups, ask learners to investigate their local Parent Partnership Service through their local authority and find out what kind of support is available to parents of children who have additional needs. Produce a poster that can be displayed in an early years setting.
- Ask learners to consider the role of the Parent Partnership Service as defined in the SEN Code of Practice, chapter 2.

Learning aim C: Understand the role of adults working with children with additional needs

How to support children with additional needs in the development of self-esteem, to include ensuring inclusive provision, challenging discrimination, empowering children and building confidence and self-image.

- Give learners samples of some activities that children in early years settings would carry out on a regular basis – painting, sand and water, role play, outdoor activities, trips outside the setting, story and singing time, using play dough, cooking, construction activities and so on. Ask them to look at each of these from the point of view of children with different additional needs and ask them to think about how they can ensure inclusive practice to all children.
- Look with learners at the barriers to inclusion that children may face. These may be within the organisation, in the attitudes of others, in children's confidence, or physical barriers due to available provision. Ask learners to consider how each of these may be overcome within settings.

How to meet individual needs, to include assessment and individualised planning.

- Look again at the film clip of Kirk and ask learners how Sarah and the school are meeting his individual needs and why this specific support is important.
- Ask learners on placement to give an example of a child they support who has additional needs. Emphasise the need for confidentiality and do not include names. Ask them to talk about how the setting meets the individual needs of the child through their IEP and individualised planning.

Unit 19: Working With Children Who Have Additional Needs

The importance of observing, assessing and reviewing progress, including recognising and meeting children's needs and interests, identifying whether further referrals are required and liaising with other professionals.

- Look at an example of an IEP (Individual Education Plan) for a child with additional needs – if possible a series for the same child. You could create some of your own. Leave out the review section and ask learners to consider the following questions:
 - Has the child achieved his three targets?
 - What might be his next steps for learning?
 - How has the IEP helped the child to progress?
- Ask learners to consider the importance of regular assessment when teaching children. Then think together about why the progress of children with additional needs should be reviewed regularly and how the IEP process contributes to ensuring that individualised planning is carried out for these children.

The importance of collaborating with other professionals, including Special Educational Needs Coordinators, in order to ensure best practice and meet children's needs and interests.

Introduce the Children Act 2004 and Every Child Matters. Talk to learners about why this was introduced following the Climbié inquiry and the importance of having provision in which agencies work collaboratively.

- Ask learners to role play a team meeting to take place at school using the following information:
 - Sam has been in Year 2 for two months and was new to the school in September. He has a small circle of friends in school. However, he often comes to school late and with dirty clothes. His family is known to social services and he goes to speech and language therapy as he has delayed speech. The school is concerned as he seems very withdrawn and does not willingly take part in learning activities with other children.
 - The SENCO, speech and language therapist, social worker, class teacher and Sam's mother are at the meeting and the agenda is to discuss his progress and the school's concerns.

How to work in partnership with parents, including effective communication, involvement in ongoing assessment and reviews and providing support.

- Ask learners to write down different ways in which settings can work in partnership with parents to support children who have additional needs.
- Ask those on placement whether their settings use these methods. Add any others that have not been suggested.

The importance of following policies and procedures in the early years setting as these ensure best practice and compliance with legislation and codes of practice.

- Ask those learners on placement to bring in their policy for special educational needs and inclusion. Look at a few of these in groups and consider any similarities and differences between them.
- Discuss as a group the importance of following the correct policies and procedures when working with children who have additional needs.

How to provide for personal care, to include sensitivity and privacy, and also including gaining information about children's individual needs, empowering children, respecting privacy and maintaining hygiene procedures.

- Give examples to learners of the types of situations in which they will need to provide personal care to children who have special educational needs, for example toileting or changing them, and how hygiene can be maintained.

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- Ask learners to work in groups to consider how they can provide personal care for children while ensuring that they are not vulnerable themselves.
- Discuss with learners the importance of sensitivity and privacy when providing personal care and how they can ensure that children are empowered by doing as much as they can independently.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 1: Child Development*
- *Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs*
- *Unit 4: Health and Safety in Early Years Settings*
- *Unit 5: Working With Parents and Others in Early Years*
- *Unit 6: Supporting Children's Speech, Communication and Language*
- *Unit 7: Supporting Children's Personal, Social and Emotional Development*
- *Unit 8: Safeguarding in Early Years*
- *Unit 9: Observation, Assessment and Planning*
- *Unit 11: Reflective Practice*
- *Unit 16: Working With Children Under 3 Years*

Practical Evidence Portfolio

This unit provides part of the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Effective relationships with children: 4
- Professional relationships with adults: 5, 7
- Support children's learning in areas/activities: 41–56
- Support outdoor play and learning: 57–60

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Special Educational Needs Code of Practice 2001: Dfes 581/2001
Chapter 2 (Working in Partnership with Parents) and Chapter 4 (Identification, Assessment and Provision in Early Years Settings)
Outline provision requirements.

Journals

SEN Magazine (www.senmagazine.co.uk)
Useful for up-to-date articles.

Videos

DVD clip 9 in Level 3 Diploma in Supporting Teaching and Learning in Schools (Primary) by Louise Burnham (Pearson, 2010) (for clip in learning aim A).

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.nasen.org.uk

NASEN – National Association of Special Educational Needs.

www.education.gov.uk

Aiming High for Disabled Children – referred to in learning aim B.

www.portage.org.uk

Portage – charity for the families of children with additional needs.

Many charities such as Barnardo's, SENSE, Mencap, and the Hope Centre also provide support and assistance through their work and on their websites.

Unit 20: An Introduction to Playwork Principles

Delivery guidance

This unit considers playwork principles and how these are applied to activities that are offered to children and young people in places such as play centres, after-school clubs, adventure playgrounds and holiday play schemes. Learners will understand how the principles that underpin playwork differ from play in an early years setting. Activities in playwork settings allow children to play freely with no restrictions, unlike in early years settings where the emphasis is on promoting learning and gaining skills.

Learning aim A focuses on understanding the playwork approach for working with children and young people. Learners will understand how the eight principles of playwork establish the professional and ethical framework, how they describe what is unique about play and playwork, and provide the underpinning principles for working with children and young people. Learners will focus on the importance of freely chosen and self-directed play, the play cycle theory, play types and the need to understand the play preferences of children and young people. Gaining a firm understanding of these principles is crucial in order to progress through the rest of the unit.

Learners will understand the role of the adult in the playwork environment through learning aim B1. They will look at the impact of adult intervention on children's free play and how this may restrict the child's or young person's freedom in their chosen activities. Your learners will investigate how adults plan and support self-directed play spaces for children and young people, and ensure that these spaces are safe by conducting risk assessment on activities. Learners will consider how observing children and young people at play will help playworkers to develop activities for the children in their care, ensuring that they provide a stimulating environment. Teamwork, communication and relationships are very important when working with children and young people, and learners will have the opportunity to look at how to develop these skills with colleagues, children and young people, and their families.

Learning aim B2 focuses on how playwork environments are organised by identifying children's play needs, consulting with children and ensuring that the play areas are inclusive for all children. Learners will consider how to give children and young people ownership of their play environment, and the importance of reviewing provision and acting on feedback from all users to improve the play experiences.

In learning aim C, learners will reflect on playwork principles in action. To facilitate this, it is important the learners are given the opportunity on placement to explore the role of the adult in playwork to ensure they have first-hand experience. If it is not possible to gain playwork placements, learners will need to visit a playwork environment or you could invite a speaker who works in a play environment to talk to your learners. This learning aim gives learners the opportunity to gather information on how playwork environments are organised and whether they think that this could be improved upon to give children and young people an even better experience.

This unit requires a teacher who is a qualified playworker or has experience of working in settings that uphold the principles of playwork. Learners should have opportunities for a work placement in a setting that upholds the principles of playwork, or opportunities to observe playwork principles in action.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 20: An Introduction to Playwork Principles

Introduction

Ask learners to reflect on a time they were able to play freely, without adult intervention, when they were younger. These occasions may have needed an adult to supervise and encourage, or they may have been playing in a park, on the street, in a garden or any other location with other children, or even alone. Invite learners to discuss these occasions with other members of the group and describe how these play opportunities made them feel. What experiences did it give them? How was it different from an adult-led activity? What did they learn from these experiences?

Learning aim A: Understand the playwork approach for work with children and young people

The eight principles of the playwork approach establish the professional and ethical framework, describe what is unique about playwork and provide the underpinning principles for working with children and young people in playwork settings.

- Introduce learners to the principles through a teacher-led, PowerPoint® presentation. Ask learners to discuss the principles in comparison to what they know about play as learning in early years settings.

Children's rights in relation to play provision, including children's rights in the UN Convention on the Rights of the Child 1991, playwork principles.

- Give learners sticky notes and ask them to write down what they think are the rights of children in relation to play, for example the right to a safe place to play. Display these ideas in a place where all learners are able to view them. Provide learners with a copy of the UN Convention on the Rights of the Child 1991 and ask them to compare these rights with their own ideas.

The differences between the aims of playwork and early years, to include the aims of playwork to open up opportunities for children to play, and have the freedom to choose what they want to do, and the focus in early years on developing skills through play and structured activities to extend learning.

- Ask learners to research the aims of playwork highlighting the children's right to choice and freedom. This can be compared to the aims of early years provision where the focus is on developing skills to match targets. Learners should discuss their findings and the differences they have found in the two approaches to play.

The importance of freely chosen, self-directed play, including benefits to physical, mental, social and emotional health and wellbeing.

- Ask learners to observe children playing (either by watching a video of children playing or by visiting a provider) when they are freely allowed a choice of activities. As a group discuss the benefits of the freely chosen activities and the importance of providing this choice for children, and how self-directed play helps with physical, mental, social and emotional wellbeing. Learners should consider that more than one area of development can be promoted with one activity, for example a ball game with other children will promote physical and social development.

Play types that children and young people need to experience to include those identified by Bob Hughes.

- Ask learners to work in pairs to research the 16 different play types that young people need to experience as put forward by Bob Hughes.

Unit 20: An Introduction to Playwork Principles

- Invite learners to create a poster for display to show the list of play types with examples.

The play cycle theory which illustrates a cycle in which play takes place and its order, and the importance of completion of the full cycle for healthy development.

- Use whole class teaching to inform learners of the process of the play cycle theory. This could be in the form of a PowerPoint® presentation and illustrated with a video clip of children playing and how they initiate and continue the play. To consolidate their learning, ask learners to observe children at play in their placements to relate the theory to practice. They should write down their observations and discuss with other group members to share their findings.

The importance of understanding the play preferences of children and young people to include identifying play needs and a range of play spaces and resources that will meet the play needs.

- Learners should visit a play provider to investigate what is provided for the children who use the provision. Give your learners a tick list of things to investigate, for example what types of play spaces are provided for children of different age? Do these play spaces change with the ages of the children? What activities are provided for different age ranges? Learners should ask the playworkers why there are these differences.

Learning aim B1: Understand the role of the adult in playwork environments

The impact of adult interaction on self-directed play, including how inappropriate interaction and intervention restricts the freedom and choices of children and young people.

- Watch a film clip of children playing independently and ask learners to note changes in free play with adult intervention. (See Resources section below for suggestions.) Ask learners to discuss changes in the flow of play by children when there is adult intervention.

How adults plan and support self-directed play, to include ensuring the play spaces provide for a range of different play types, encouraging children and young people to choose play spaces for themselves, leaving the content and intent of play to the children and young people, enabling play to occur uninterrupted.

- Ask learners who have been on placement or visited a playwork provision to share with the group how play is planned by adults and how spaces and activities are provided for play. Ask learners, when they next attend placement, to enquire how play and play spaces are planned for children who use their facility. Learners could take photographs of the play spaces to illustrate the resources on offer. If learners are to take photographs of children they must ensure that they have obtained permission before they do so.
- Invite learners to design and plan their own play spaces at a setting familiar to them, ensuring that the space will enable uninterrupted, self-directed play.

The adult's role in relation to risk, stimulation and challenge, including risk assessment, acceptable risk and unacceptable risk.

- Ask learners to research the adult's role in relation to risk by creating a short questionnaire to use with an adult at their placement setting or when visiting a playwork provision. The questions should cover estimating risk, how risk factors are linked to children's age or development stage and the activity undertaken.
- This activity could be extended by asking learners to create a checklist to be used when assessing risk.

How to respond to play cues, to include by observing children and young people in play so that play is extended without being distorted, supporting continuation of the play cycle.

Unit 20: An Introduction to Playwork Principles

- Show learners a selection of film clips of children at play and ask them to discuss what the play cues are from individual children. (See Resources section below for suggestions.) Ask learners to discuss how they could encourage the children involved in the activity to continue without intervening.

When intervention in play is appropriate, including when risk becomes unacceptable, to extend play and to bring play opportunities to an end.

- Ask learners to write on sticky notes activities that they think could include an element of risk. Place the sticky notes on to a large piece of paper to enable the rest of the group to discuss, and ask learners to write down next to the sticky notes the risks and when they would intervene.

The role of teamwork in playwork environments to contribute to play opportunities on offer by recognising the unique skills and strengths of individuals, and building trust and communication.

- Ask learners to research roles involved in playwork environments. They could ask their supervisor on placement, or staff on a visit to a playwork provision, about the importance of teamwork to that setting. Invite learners to share their findings with the group and discuss the role each member of the team has, how communication between team members needs to be appropriate and how working together builds trust in the abilities of other members of the team.
- In groups, learners can carry out an activity that enables them to work together to identify the skills they used (one member could be an observer), for example, to create a freestanding rocket out of given resources (paper, tape, spaghetti).

The importance of relationships with children and young people, including effective communication, consulting, respecting, negotiating and maintaining relationships with parents/families.

- In groups of three, role play a situation where a child or young person attends a play session for the first time. Ask learners to consider how they would welcome the child or young person and the parent/carer. Ask learners to produce a list of things they would like to find out about the family, preferences of the child and any needs that may have to be considered to begin to build up a relationship with the family as well as the child or young person. You could use case studies to get learners thinking about how they would negotiate with parents or other family members.

How to ensure inclusion, to include balancing the needs of individuals with those of the whole group.

- Ask learners to consider ways in which all children could be included in activities, including children with sensory or physical disabilities. Ask learners to consider a specific activity that is offered at their work placement and adapt it to accommodate a child with a sensory disability, and a child with a physical disability.

How to encourage children and young people to resolve conflict, to include by acting as a facilitator to help children and young people to find solutions themselves.

- Role play a situation where children are in conflict and demonstrate how this can be resolved. This could be a situation where two children want the same play equipment or are arguing over who is winning a board game. Ask learners to write a review of the situation, giving detail on what the children said to each other and the strategies that were used by adults to facilitate reconciliation between the children.

Learning aim B2: Understand the organisation of playwork environments

The importance of identifying children's play needs in relation to resourcing and facilitating play.

- Ask learners to watch children at play to see which activities they participate in

Unit 20: An Introduction to Playwork Principles

freely. This could be done at placement or by watching video clips of children at play. Learners should note what the children were interested in doing and discuss which additional resources should be supplied in order to facilitate the play.

How to meet the needs of both groups and individual children and young people, including consulting with children about ways this may be achieved.

- Using the information from the previous task, ask learners to consider how they could include other children at the play setting in the play that has been resourced. Learners need to consider how all children and young people could be included in these activities.

How to ensure that the play environment is inclusive by ensuring provision is open and accessible to all, taking action to remove barriers so that all children and young people, including disabled and non-disabled and those from other minority groups, can participate.

- Learners should consider an outdoor area for play (it does not have to be an existing one) and discuss whether activities on offer would be accessible to all groups of children. Discuss how the area could be made accessible and what changes may have to be made in order to facilitate play for any possible disabled users. How would they encourage children from minority groups to become involved when considering that English may not be their first language? This could be by showing the children different facilities and encouraging other children to involve them in their activities. Learners could investigate some play experiences that children from other minority groups participate in to see if those opportunities are offered.

Resources to facilitate self-directed play, including natural materials, construction materials, computer and IT equipment, real tools, bikes, trolleys, swings, climbing structures and ropes, paints, drawing equipment, modelling and fabrics.

- During a visit to a playwork setting ask learners to investigate the resources that are available for the children attending. Settings could include a holiday playscheme, playbus, or after school club. If it is not possible to visit a playwork setting, a visit by a playworker could be arranged to speak to learners. Learners should note how freely accessible resources are, encouraging independence and free-flow play.

How to give children and young people ownership of their play environment by consulting with children and young people, providing choice and enabling them to follow their own instincts, ideas and interests.

- While visiting the playwork setting, ask learners to question the playworkers about how they involve the children in decision making about the resources available and any discussions they may have made with children who use the facilities. If it is not possible to visit a playwork setting a visit by a playworker could be arranged to speak to learners.

The importance of reviewing provision and acting on feedback from all users to improve the play experiences of the children and young people.

- As part of their information-finding, learners can ask playworkers how they use feedback and reviewing to improve the play experiences of the children in their care. If it is not possible to visit a playwork setting, you could arrange for a playworker to speak to learners.

Learning aim C: Be able to reflect on playwork principles in action

How adults work with children and young people in a playwork environment to uphold the principles of playwork, including relationships, management of risk and challenge, and interventions.

- Ask learners to use the information they have collected from visits to playwork

Unit 20: An Introduction to Playwork Principles

environments on the role of the adult in order to reflect on how the playwork principles guide playworkers.

- Give learners a copy of the playwork principles and ask them to write down an example of good practice they have observed to evidence each one.

The extent to which children and young people determine and control their play in a playwork environment and how children and young people's needs and rights for play could be supported further.

- Ask learners to talk to children at their placement about their experience and whether they have any input into what activities are on offer at the playwork provision. Learners should prepare a list of questions beforehand. This could be done in a group situation. Remember that in giving evidence from children it should remain anonymous.

How the playwork environment is organised to support self-directed play and what can be done to improve organisation of the play space.

- Ask learners to write a report on their findings from their visits or placement to show how the playwork environment is organised. Ask them to consider how this play space could be improved to accommodate all children in self-directed play.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 1: Child Development*
- *Unit 2: Play and Learning*
- *Unit 4: Health and Safety in Early Years Settings*
- *Unit 19: Working With Children With Additional Needs*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Effective relationships with children: 1–4
- Provision of a safe and stimulating environment: 8–22
- Prepare resources for play and learning: 23–27
- Set up and maintain interesting and attractive areas/activities: 28–40
- Support outdoor play and learning: 57–60

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Hughes, B., *Evolutionary Playwork* (2nd edition), Routledge, 2011 (ISBN 978-0-415550-85-7)

A revised and updated edition of Bob Hughes' classic text on playwork.

Davy, A. and Gallagher, J., *New Playwork: Play and Care for Children 4–16* (4th edition), Cengage Learning Vocational, 2006 (ISBN 978-1-844803-37-8)

Contains a wealth of ideas for successful playwork.

Kilvington, J. and Wood, A., *Reflective Playwork: For All Who Work with Children*, Continuum, 2009 (ISBN 978-0-826497-64-2)

Provides an introduction to playwork values, principles and practice for all who work with children.

Journals

Nursery World (www.nurseryworld.co.uk)

Early Years Educator (www.earlyyearseducator.co.uk)

Learners can find articles in these journals related to play and play activities.

Videos

Siren Films (www.sirenfilms.co.uk)

DVDs with commentary that illustrate aspects of children's play at different ages

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.skillsactive.org.uk

Playwork principles can be found here.

www.little-learners-childcare.co.uk

Playwork theories and playwork principles can be found here.

www.playengland.org.uk

Play England aims for all children and young people in England to have regular access and opportunity for free, inclusive, local play provision and play space. Lots of information on play, play spaces, managing risk.

Unit 21: Supporting Children's Imaginative Play

Delivery guidance

Learning aim A explores the definition and range of imaginative play possibilities and their role in promoting holistic development. Learners have an opportunity to clarify the relationship between imagination and creativity by examining their own ideas as a starting point. They have the opportunity to consider seemingly abstract concepts that children examine in their play, such as power, death, life and fairness. For example, boys particularly enjoy superhero play, which can appear unacceptable to some adults. Adults need to understand how to develop this play so that it can be extended and supported to promote imaginative development.

Your learners will understand that children try out roles as a way of understanding other cultures and perspectives. Learners have the opportunity to use skills gained during *Unit 9: Observation, Assessment and Planning* to observe play in order to appreciate opportunities for holistic learning.

Learning aim B1 supports learners in making the link between their observations of imaginative play and how to resource, support and extend learning. They will consider the different types of play, such as dramatic and superhero play, and be able to plan appropriate resources to be used in their settings. Books and stories are a rich source of imaginary starting points for role play, construction, language development, dance, drama and storytelling, and your learners will have the opportunity to develop practical resources to use with young children indoors and out.

Learning aim B2 is concerned with the adult role in supporting imaginary play. Learners will understand how to intervene sensitively, when to observe, interact, model, give guidance and to maintain the equality of play between children and adults. Learners use skills they have gained from *Unit 9: Observation, Assessment and Planning* to observe experienced colleagues and identify the range of strategies required to support imaginative play successfully.

This unit will give your learners the understanding that the degree of involvement and types of imaginary play vary with the age and stage of the child, with the potential to enhance all areas of the curriculum. Children are able to question, challenge and analyse themselves, their families, their community and the wider world in the safety and security of play-based activity.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 21: Supporting Children's Imaginative Play
<p>Introduction</p> <p>Ask learners to recall their favourite imaginary game when they were young. Can they explain why they enjoyed it? What props did they use? Why it was important to them?</p>
<p>Learning aim A: Understand the importance of imaginative play for children</p> <p><i>The definition of imaginative play as suspending belief in reality and moving into a pretend world.</i></p> <ul style="list-style-type: none"> Ask learners to find a written definition of 'imagination' that they feel comfortable with, then in small groups discuss these and agree on their favourite one. Ask the groups to share with the whole class, and agree on a shared definition. Ask learners to listen to a piece of music/look at abstract images/feel an unusual substance with their eyes closed. Ask them to describe the imagery that is created in their mind. Is this imagination? Does it fit with their definition? <p><i>The features of different types of imaginative play, including domestic play, fantasy play, superhero play and small-world play.</i></p> <ul style="list-style-type: none"> Outline the definition of each type of play. Ask learners to consider the ideas and concepts that children may be exploring through the different types of imaginative play. <p><i>The benefits imaginative play has for development, including self-expression, exploring feelings, developing empathy, exercising choice, developing cooperation and developing skills to negotiate and resolve conflict.</i></p> <ul style="list-style-type: none"> Show videos of children playing imaginatively. Ask learners to identify skills used. Ask learners to record observations of children involved in imaginative play during their placement. Ask them to analyse them and to give evidence of where and how children have developed the above skills. <p><i>How imaginative play encourages creativity through creative thinking.</i></p> <ul style="list-style-type: none"> Ask learners to discuss how they think imagination and creativity are linked. Give them a task where they have to think of something and to put their thoughts into action, e.g. think of five objects, for example, an acorn, a pebble, a toy cat, a crown and a boat, and then create a story for young children based around these objects. What was the process the learners went through? Does this clarify the link between imagination and creativity? <p><i>How imaginative play supports learning, to include extending thinking, problem solving, exploring mathematical concepts, using technology, exploring and selecting materials and developing language and literacy.</i></p> <ul style="list-style-type: none"> Ask learners to plan a performance of a play for children and parents to support a chosen festival/celebration/story. They have a limited timescale (30 minutes to 1 hour) to develop a storyline, characters, costumes, organisation, advertising, performance etc. Once the task is complete ask learners to identify the holistic skills required to fulfil the task. <p><i>How supporting imaginative play values children's ideas and interests, including exploration and that there is no right or wrong way to play.</i></p> <ul style="list-style-type: none"> Use case studies/materials from 5x5x5=creativity website (details in the resources list below) to explore how children's ideas can be supported.

Unit 21: Supporting Children's Imaginative Play

- Study ideas from publications, such as 'I made a unicorn!' from Community Playthings (see below) to help learners to understand the importance of supporting children's ideas.

How imaginative play bridges the gap between the culture of home and the early years setting as children may play out what they do at home and use props in a way that they have seen them used at home.

- Ask learners to research and identify a range of small-world resources to support children from different backgrounds/cultures/families, e.g. travellers, eastern European, single parent, disabled, rural, etc.

Learning aim B1: Understanding planning for imaginative play

The role of observation in supporting planning for imaginative play as a way of enriching play through props, adult engagement.

- Give learners a range of observations of different-aged children involved in role play. Ask learners to read the observations and evaluate them, identifying the next steps in learning and planning to extend the play.

How to set up and maintain a range of resources for imaginative play, to include resources for domestic play, fantasy play, superhero play and small-world play.

- Invite learners to plan a range of portable resource boxes to promote role play for a setting that may have:
 - to tidy resources away each day
 - limited space
 - different age groups: birth up to 2, 2 up to 4, 4 up to 8
 - a large number of very active boys.
- Ask learners to list a range of domestic play ideas. Ask them to design a resource card outlining resources using everyday commercial, open-ended and recycled materials.
- Identify a range of superhero characters and the underlying concepts that children explore when they become involved in these characters. Ask learners to consider how they may develop the play to extend learning. Give out relevant articles and reading to stimulate discussions.
- Ask learners to find out their placement setting's policy on gun and superhero play. Ask learners to discuss, in pairs, if there are any implications for children whose family members are in the military, if guns are banned.

The importance of using books/stories as a stimulus for imaginative play to inspire children and build vocabulary.

- Ask learners to design and make a story apron. This needs to have a number of pockets to hold small visual aids to support the telling of traditional fairy stories.

How to use space and the outdoor environment to stimulate imaginative play, including provision of props, small spaces.

- Ask learners to use the seasons/different outdoor environments as a starting point for developing imaginative play, and to plan an activity to stimulate children's ideas, developing the starting point with possible extensions.

Learning aim B2: Understanding the role of the adult in imaginative play

The importance and value of observing children engaged in imaginative play, to include recording learning and assessing effectiveness of provision.

- Ask learners to record observations in their placement of children and experienced colleagues involved in a range of imaginary play. Discuss the range of imaginary situations and effective provision used.

Unit 21: Supporting Children's Imaginative Play

The importance of asking children focused open-ended questions during imaginative play to include encouraging problem solving, vocabulary and creative thinking.

- Using the above observations, ask learners to identify the range of strategies employed by the practitioners to engage with and extend the play to include gesture and body language as well as conversations and questions.

How to support and extend thinking and learning skills by becoming a role play partner.

- Using knowledge gained from the two previous tasks, ask learners to involve themselves in imaginative play with young children in their setting. Ask them to reflect on the experience and to identify what the children learned and how they supported and extended the play.

How to use imaginative play to explore and extend ideas using drawing, writing and Information and Communication Technology (ICT).

- Using projection/ICT facilities, ask learners to use found materials, collages etc to create landscapes as a backdrop for imaginary play.
- Ask learners to choose a well-known story that is popular in their setting. Consider opportunities for promoting mark-making during imaginary play linked to the story.
- Ask learners to research a range of software that would promote mark-making using a PC.

The importance of challenging gender stereotyping to promote gender equality.

- Role play conversation between practitioners and concerned parents about: 7-year-old girls playing with guns, 5-year-old boys dressing up in dresses and 2-year-old boys pushing dolls about in prams.

How to help parents understand the value of imaginative play to children's all-round development and learning through the use of displays, leaflets, information evenings and visits to the setting.

- Ask learners to develop a leaflet explaining the value of imaginative play. Give information on how they support holistic learning.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 2: Play and Learning*
- *Unit 9: Observation, Assessment and Planning*
- *Unit 23: Supporting Children's Creativity*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Set up and maintain interesting and attractive areas/activities: 30, 34, 40
- Support children's learning in areas/activities: 43–44, 53–56

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Duffy, B., *Supporting Creativity and Imagination in the Early Years* (2nd edition), Open University Press, 2006 (ISBN 978-0-335218-59-2)

This book contains a clear rationale for the importance of creative and imaginative play. It also gives practical ideas on how to resource play.

Hendy, L. and Toon, L., *Supporting Drama and Imaginative Play in the Early Years*, Open University Press, 2001 (ISBN 978-0-335206-65-0)

This book outlines an understanding of imaginative play and how to manage it.

Community Playthings, *I made a Unicorn!* Community Playthings, 2009 (download pdf from www.communityplaythings.co.uk)

This book gives a wide range of ideas for using open-ended material to promote imaginative play.

Holland, P., *We don't play with guns here: War, Weapon and Superhero Play in the Early Years*, Open University Press, 2003 (ISBN 978-0-335210-89-3)

This book outlines a clear understanding of why boys enjoy superhero play and the importance of building on these interests in order to promote their imaginative play.

Journals

Nursery World (www.nurseryworld.co.uk)

Early Years Educator (www.earlyyearseducator.co.uk)

These journals contain a range of articles on imaginative play.

Videos

100 Voices (www.5x5x5creativity.org.uk)

A DVD showing the work of settings and artists who support children's explorations, communication and creative ideas.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.5x5x5creativity.org.uk

Includes case studies of children involved in creative and imaginary play, DVD and training courses.

Unit 22: Cooking Activities With Children

Delivery guidance

This unit explores the potential of effectively planned cooking activities in supporting children's all-round development, learning and encouraging healthy eating.

Learning aim A introduces learners to ways that children may benefit from cooking activities. Learners need to consider how cooking activities can be used to introduce children to new food and how this may encourage healthy eating. Observation of children involved in cooking activities, in their work placement or through video clips, will enable learners to understand the benefits to children's social and emotional development. They must consider how children's learning can be supported in cooking activities. This could be achieved by learners researching different cooking activities suitable for use with children across the age range from 2 up to 8 years and exploring the ways science, literacy and mathematical outcomes could be met through the activities. Cooking also provides opportunities for children to develop physical skills and your learners need to consider how these may be achieved in different cooking activities. Learners should explore how cooking activities can help children to learn about different cultures.

Learners could be asked to compile a file of the cooking activities covered during this unit, which would be of benefit to them in their future work with children. Details of the recipes and how children's learning and development can be encouraged could be included in the file.

Learners are introduced to the role of the adult in cooking activities in learning aim B1. Your learners will need to apply their knowledge of the risk assessment process from *Unit 4: Health and Safety in Early Years Settings* to cooking activities. Learners would benefit from carrying out a risk assessment of hygiene and safety for a cooking activity in their own placement to understand how to assess and manage risk in a real situation. Learners will need to reflect on their knowledge of planning from *Unit 9: Observation, Assessment and Planning* to understand how to plan to ensure participation and inclusion in activities and to support learning and development.

In learning aim B2, learners apply knowledge from learning aims A and B1 to plan safe, effective cooking activities for children of different ages to support the children's learning and development. It is important that learners plan cooking activities for children using the risk assessment procedures and planning formats used by the setting. Your learners should be encouraged to seek feedback about the effectiveness of their planning from supervisors and colleagues. The cooking activities do not have to be implemented, but evaluation of the effectiveness of the planning would be enhanced by this feedback.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 22: Cooking Activities With Children
<p>Introduction</p> <p>Ask learners to reflect on cooking and food preparation activities they experienced as children and share them with the whole group. Prompt learners to discuss the extent to which they enjoyed the experiences and how their attitudes to food may have been influenced.</p>
Learning aim A: Understand the value of cooking activities for children
<p><i>How understanding of nutrition and healthy eating is supported, to include increasing willingness to try new tastes.</i></p> <ul style="list-style-type: none"> • Encourage learners to reflect on their observations of cooking activities in work placements. Discuss the extent to which nutrition and healthy eating were encouraged. • Ask learners to work in groups to research different cooking activities suitable for children in the age ranges 2 up to 4 years and 4 up to 8 years, which could support healthy eating using books and the internet. Invite learners to share their ideas with the whole group. • Encourage learners to keep a resource file of ideas for cooking activities collected throughout the unit to use in work with children. <p><i>Benefits to social and emotional development, to include building self-confidence and self-esteem, sense of achievement, cooperation and positive gender roles.</i></p> <ul style="list-style-type: none"> • Use observations of children involved in cooking activities or short film clips and ask learners to assess the extent to which the children's social and emotional development was supported. • Ask learners to work in groups to suggest how the activities could be improved to encourage self-confidence and self-esteem, sense of achievement, cooperation and positive gender roles. <p><i>Science concepts involved in cooking and food preparation, including temperature, properties of ingredients and how things change.</i></p> <ul style="list-style-type: none"> • Review learners' understanding of different science concepts that cooking activities may involve. • Ask learners to research and select four different recipes to use with children in each of the age groups 2 up to 4 years and 4 up to 8 years and map science concepts to each. <p><i>How literacy is supported, including through following recipes and introduction of new vocabulary.</i></p> <ul style="list-style-type: none"> • Using one of their selected recipes, ask learners to produce a recipe card for a child to follow using illustrations and words that will support literacy development. <p><i>How physical skills are developed through use of tools and equipment, including coordination and fine motor control.</i></p> <ul style="list-style-type: none"> • Learners can develop their recipe resource file by mapping the physical skills which will be encouraged in each of their selected recipes. <p><i>How mathematical development is supported, to include counting, recognising numbers and mathematical language.</i></p>

Unit 22: Cooking Activities With Children

- Ask learners to add to their recipe card to support mathematical development.

How creativity may be supported, including encouraging children to select ingredients, modifying recipes, decorating and presentation of food.

- Ask learners to work in groups to devise cooking activities to support the creativity of children aged 2 up to 4 years and 4 up to 8 years and share their ideas with the whole class.

How cooking and food activities help children learn about other cultures as children can be encouraged to cook and taste food from different cultures.

- Ask learners to carry out independent research to select two recipes that would help children learn about other cultures to add to their resource file. Learners could share their findings with the class to enable learners to develop their resource files.

Learning aim B1: Understand the role of the adult in cooking activities with children

The importance of risk assessment, including use of knives, heat sources, supervision and awareness of allergies.

- Review learners' understanding of the risk assessment process and its importance in relation to cooking activities.
- Lead a class discussion about the importance of encouraging independence and helping children to learn how to use equipment and tools safely balanced with the need to prevent accidents.
- Role play explaining to a parent why children will be using knives when preparing food.

How to ensure hygiene, to include hand washing, food storage, protective clothing, food tasting and cleaning.

- Set up a simulation of a food activity in the classroom for a group of children aged 4 years, such as making a fruit salad or sandwiches. Ask learners to carry out a risk assessment in relation to hygiene and safety, by identifying hazards, deciding who might be harmed and how, evaluating the risk, deciding on precautions, and recording findings.

The importance of planning, to include selecting appropriate recipes/activities, ensuring there is suitable and sufficient equipment for each child to participate and ensuring inclusion.

- Present learners with a scenario of a cooking activity which has not been planned adequately. Ask learners to work in groups to assess reasons why the activity was not successful and make suggestions for how the activity could have been planned differently, justifying their reasons.

Supporting children's learning and development in cooking activities, to include enabling independence, asking open-ended questions and encouraging skills development.

- Using the same scenario, ask learners to work in buzz groups to identify how the children's learning and development could be supported, what questions to ask the children and how to develop their skills.
Ask learners to map the learning in the activity to the appropriate curriculum framework.

Learning aim B2: Be able to plan cooking activities for children

Appropriate cooking and food preparation activities, to include bread-making, soup making, pizzas, snacks and smoothies.

- Ask learners to continue their research to develop their cooking activities resource

Unit 22: Cooking Activities With Children

file to include bread-making, soup making, pizzas, snacks and smoothies.

How to create appropriate plans for cooking activities with children, including adult role/involvement, resources/equipment, ensuring there are sufficient ingredients, timings and supervision.

- Ask learners to select two cooking activities from their resource file and use the planning format used in their setting to plan two cooking activities for implementation in their placement. Their plans should refer to ways in which the children's learning and development will be supported by the activities.

How to risk assess cooking activities, including following risk assessment procedures and considering any allergies of children who are participating.

- Ask learners to carry out risk assessments of the two activities, following the risk assessment procedures used in their setting.
- Learners may be able to implement the activities in their placement or as simulations in the classroom.

How children's learning will be supported by planning, including how children will be supported to develop concepts and new vocabulary and use expressive language, links to curriculum framework.

Skills children will be developing, including fine motor skills.

- Ask learners to evaluate their effectiveness in planning the activities in terms of health and safety, enabling inclusion, encouraging independence and in supporting children's learning and development.
- Encourage learners to seek feedback from placement supervisors, colleagues and peers and make recommendations for ways to develop their practice.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs*
- *Unit 4: Health and Safety in Early Years Settings*
- *Unit 9: Observation, Assessment and Planning*
- *Unit 15: Food and Mealtimes in the Early Years*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Provision of a safe and stimulating environment: 8, 10
- Skills for work with children aged 2 up to 4 years: 87, 90
- Observe, assess and plan for children aged 2 up to 4 years: 97

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Barber, J. and Lindon, J., *Planning for the Early Years: Food and Cooking*, Practical Pre-School Books, 2012 (ISBN 978-1-907241-28-4)

This book is packed with adaptable ideas for food and cooking activities that can be extended for older children, or more focused for the under 3s. It focuses on the prime areas of learning of the EYFS. This book will help learners to plan effectively.

Dorling Kindersley, *Ultimate Children's Cookbook*, Dorling Kindersley, 2010 (ISBN 978-1-405351-89-8)

100 recipes for snacks, main courses, biscuits, breads, cakes and smoothies. Suitable for children with step-by-step instructions.

Wilkes, A., Khan, S. and Wickenden, N., *Children's World Cookbook (Usborne Cookbooks)*, Usborne Publishing Ltd, 2010 (ISBN 978-1-409504-98-6)

Recipes from 25 different countries. Each recipe is explained with step-by-step instructions.

Websites

www.bbcgoodfood.com/content/recipes/favourites/kids-cooking/

Offers a range of recipes suitable for cooking with children from snacks to main meals.

www.cookuk.co.uk/children-index.htm

Provides recipes suitable for children to cook.

www.cookeryclub.co.uk/type/other/recipes/12/cooking-with-children

Provides recipes for cooking with children.

www.foundationyears.org.uk/

For all aspects of children's development, policy, practice and resources.

Unit 23: Supporting Children's Creativity

Delivery guidance

Learning aim A explores the concept of creativity, starting with learners' initial ideas of what creativity means to them. They have the opportunity to agree a working definition supported by theories, reading and research. Learners will then consider how creativity links to all areas of development, identifying the skills, attitudes and dispositions required to become a creative thinker. Your learners will understand the crucial role of play in allowing children time to be free, explore, think divergently, imagine, challenge themselves, persist, make mistakes etc, which are fundamental to becoming a creative thinker.

Learning aim B looks at the barriers to promoting creativity. Learners consider a range of reasons why children's creativity is not well nurtured and supported. These may include adult understanding, attitudes, the value placed on creativity, the focus on literacy, numeracy and outcomes rather than the learning process, time, resources and the use of restrictive methods, such as templates. Learners will be given opportunities to consider how they might overcome these barriers in order to be able to offer appropriate resources, experiences and activities that will promote creative learning rather than restrict it.

Learning aim C1 focuses on understanding how to promote an environment that allows children to access a wide range of resources, and to have time to master materials and tools before using them to transform and represent their ideas. Your learners will understand how open-ended and natural resources can be used and adapted in many different areas of provision, indoors and out, to represent children's ideas and explorations.

In learning aim C2 learners will understand the adult's role in supporting creative play. Using knowledge gained from other units, i.e. *Unit 1: Child Development*, *Unit 2: Play and Learning*, and *Unit 9: Observation, Assessment and Planning*, your learners will understand how to identify children's play ideas and theories. They will learn when to stand back and observe and assess, when to work alongside, supporting the child, scaffolding learning, challenging the child to go beyond their current level of thinking, and when to teach new skills and knowledge. They will learn about the importance of information that parents can bring to the assessment process, which will give them a greater understanding of the children and their interests.

Learners will have opportunities in their placement experiences across the age ranges to deepen their understanding of the value of creative play for children's learning and development. Through the combination of practical experiences and underpinning knowledge they will have a clear understanding of creative development and its value in a fast-changing world.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 23: Supporting Children's Creativity

Introduction

Invite learners to identify the attributes of a creative person. Ask them to think of a recent new experience and describe this to a partner. What skills did they use? How do those skills relate to what we consider to be those belonging to a creative person? Are there any similarities? How often do we use those skills in everyday life?

Learning aim A: Understand the value of creativity to children

The definition of creativity as the expression of the thoughts, ideas and feelings that are within everybody, which may or may not lead to an end product.

- Ask learners to each write down their definition of creativity and discuss these in small groups, agreeing on a group definition. Share with the whole group and agree a class definition.

The importance of creativity as a process involving curiosity, exploration, investigation and mastery.

- Introduce learners to the work of Bernadette Duffy (see Resources section for details). Outline her definition of creativity and the skills required to be a creative thinker.

Aspects of creativity, to include expression and representation of feelings, problem solving, making connections, creation of new meanings, imagination and risk taking.

- Working in groups, allow learners to create a den using newspaper/cardboard and joining materials. Ask observers to identify holistic skills used in the process.
- Give out five unrelated objects to small groups of learners, e.g. hat, ball, cup, peg and balloon. Ask them to make up a game using all five objects. Pass the games around the groups.

Information processing theories associated with creativity, including Bruner's enactive mode, iconic mode and symbolic mode.

- Ask learners to research the work of Bruner (enactive, iconic and symbolic modes), Guy Claxton (dispositions to learning), Carol Dweck (open/closed mind set) and Anna Craft (possibility thinking).
- Invite a speaker who has visited Reggio Emilia in Italy or who has knowledge of the Reggio Emilia approach to childhood education to outline how the pre-schools in this city develop creative learners. Practitioners are skilled in the art of observing and responding to children's theories and enquiries and in supporting and extending children's creative learning through collaborative project work in a collegial culture where adults, children and families learn together.

The benefits of creativity for all areas of children's development and learning, including self-confidence, motivation, divergent thinking, ability to deal with change and challenges, persistence, and the freedom to make mistakes and learn from them.

- Show Sir Ken Robinson's video 'Do schools kill creativity?' (This is available online, see Resources section below) to help learners understand the importance of creativity in today's world.

The role of play in the creative process as play provides opportunities to explore ideas, flexibility and opportunities for problem solving, which are also part of the creative process.

Unit 23: Supporting Children's Creativity

- Ask learners to observe children in their setting. Ask them to note what children are engaged in when they demonstrate and practise creative and imaginative skills.

The link between creativity and areas of the curriculum, including expressive arts, early science, ICT, early maths.

- Ask learners to examine the EYFS guidance to identify the links between creativity and the rest of the curriculum and to develop a display to illustrate this.
- Using case studies from the 5x5x5=creativity website (details in the resources list below), ask learners to identify how children learn through a range of curriculum areas.

Learning aim B: Understand barriers to creativity

Reasons why children may not have opportunities to be creative, including how adults may restrict choice, be too prescriptive and have low expectations.

- Split learners into three groups. Role play an adult directing a group of learners to produce a Mother's Day card:
 - Give group one an example of a Mother's Day card to reproduce.
 - Give group two a selection of materials to use and asked them to create a card displaying flowers.
 - Give group three a selection of materials and allow them to make a card of their choice.
- Explore how the learners felt when being restricted in their task by being told what materials to use and where to place them.
- Discuss the difference between representation and reproduction.

Why poor adult understanding of creativity may affect practice in the childcare setting, including a focus on results, making judgements and comparisons, and competition and rewards.

- Ask learners to design a simple questionnaire for colleagues/parents in their placement to establish their understanding of creative play and to discuss their findings with other learners.

How limitations on time and resources in childcare settings affect opportunities for children to be creative, as timetabling for core subjects may take precedence, children may not be given time to return to creative work in progress, and limited resources may be available, restricting opportunities.

- Ask learners to observe creative play in their setting, noting the amount of uninterrupted time the children are given, and what opportunities they have to continue with and to return to their play.

How pressure to focus on literacy and numeracy outcomes may affect opportunities for children to be creative as this may mean that less importance is given to supporting the creative process in settings.

- Through discussion, help learners to explore where the pressures to focus on literacy and numeracy come from, at national, local and family levels. Ask them to think of ways of developing activities that promote literacy and numeracy in a creative, play-based way.

Resources that limit creativity, including templates, pre-cut shapes, tracing, colouring-in activities, pre-structured adult-led activities and activities with limited choice.

- Ask learners to analyse the value of the above approaches in developing choice, imagination, problem solving, hypothesising, transforming etc.

Unit 23: Supporting Children's Creativity**Learning aim C1: Understand how to provide an environment to support children's creativity**

How to organise learning environments to maximise creativity, including suitable space, layout of room, accessible resources and use of the outdoor environment.

- Use the EYFS guidance to identify the principles of a well-organised learning environment. Ask learners to design a display to illustrate these principles. Use photographs to match the principles.
- Ask learners to use the above principles to audit the creative provision in their placement to identify what works well and what needs further development.

The importance of well-organised resources both inside and outside, including tidiness of resources and provision of sufficient space for children to work and display their work, as this helps concentration and motivation.

- Ask learners to research and design an area of provision indoors and out that will support creative play and thinking for a range of ages. Give consideration to the use of open-ended/natural/recycled resources.

The importance of quality and variety of equipment and resources to help children make meaningful connections and use materials in new ways, including resources for drawing, painting, printing, textiles, photography and musical instruments.

- Give learners a budget with which to resource one area of play/age group, e.g. construction play. Ask them to list their choices of resources/equipment and how they will promote creative/imaginative play.

How to organise resources to enable choice, including storage at the correct height, storage that is accessible for all children in the setting.

- Ask learners to consider ways in which all children can access resources, including children with visual, hearing and physical impairments.

Resources that encourage problem solving in different ways, including natural, open-ended and recycled resources.

- Ask learners to develop a long-term planning sheet for an area of provision that promotes problem solving opportunities.

The importance of providing sustained time for development of skills, mastery and freedom to explore and how this may be achieved, including by minimising interruptions and a cross-curricular approach.

- Show videos of babies and children engaged in heuristic play (see Resources section for suggested sources). Discuss how they are exploring and finding out about the properties of objects.

The importance of providing opportunities to revisit creative activities as this allows children to refine and develop their ideas and representations.

- Discuss what happens at tidy-up time in settings. Do children have an opportunity to save work and continue at a later time? What are the challenges and solutions to revisiting their ideas and work?

Learning aim C2: Understand the role of the adult in supporting creativity

How to provide a balance between structure and freedom of expression, including child-initiated play and adult-initiated play.

- Ask learners to agree on definitions of child-initiated, adult-supported, adult-initiated and adult-directed play.
- Ask learners to agree on definitions of free expression and structured play.

Unit 23: Supporting Children's Creativity

- Using video extracts, explore the learners' roles in noticing when learning is happening, understanding what children are gaining and what they are interested in, and when it is appropriate to support and intervene. (See Resources section for suggestions of sources.)

The importance of providing open-ended experiences to encourage children to make connections and think creatively and how this is achieved through provision of resources and environment, scaffolding and sensitive intervention.

- Ask learners to bring in collections of the same object, i.e. a bag of pegs, a bag of acorns, a bag of ribbons. Allow them to use the objects to create pictures/patterns. If possible, carry out this task outdoors. Ask them where their ideas came from.
- Show the 5x5=creativity DVD 100 Voices. This DVD documents collaborative project work between settings and artists in the Bath and Somerset area. Case studies feature adults talking about how they worked with the children, listening and responding to their ideas.

How to encourage creative behaviours, to include asking open-ended questions, and adults modelling creative thinking and behaviour.

- Ask learners to observe and record a colleague working with a child in their setting and use their observations to analyse how the practitioner is supporting creative behaviours.

How to encourage persistence and experimentation, and value children's ideas and efforts, to include by being available, interested and involved and by offering constructive feedback and encouragement.

- Make learners aware of the range of interaction strategies that can be used to tune into children's thinking and to encourage persistence and experimentation. Develop ten top tips for practitioners.

The importance of the planning cycle, to include planning based on observations of children's interests, and the process of implementing, observing, recording and assessing.

- Use EYFS guidance to discuss the links between assessment, planning, implementing and evaluation. Ask learners to report on how this process has been developed in their setting and to reflect on what works well/what needs further development.

How to involve children in the assessment and planning process by finding out from children, by questioning or observation of behaviour, why they have used material in a particular way. Are they satisfied with the results? What would they like to do next?

- Ask learners to describe ways in which the children in their settings are encouraged to be involved in planning and evaluating their work.

The importance of involving parents, including provision of information about the benefits of creativity to their child's development and including them in the planning process.

- Ask learners to develop a leaflet explaining the benefits of creative play for children's development and the crucial knowledge that parents bring to the assessment process. Explain how parents can support this with a range of everyday activities and experiences in the home.

How to support creativity in the early years curriculum by recognising how creativity applies to all areas of learning and building creativity into planning.

- Ask learners to develop ten top tips for promoting creativity throughout the early

Unit 23: Supporting Children's Creativity

years.

The importance of reflecting on own role in developing children's creativity to consider how to develop own practice.

- Using their experiences in placements, ask learners to reflect on activities that they have organised for young children and consider what went well in promoting creative play. How would they reorganise those activities in the light of their understanding now?

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 1: Child Development*
- *Unit 2: Play and Learning*
- *Unit 9: Observation, Assessment and Planning*
- *Unit 21: Supporting Children's Imaginative Play*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Set up and maintain interesting and attractive areas/activities: 28–40
- Support children's learning in areas/activities: 41–50

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Duffy, B., *Supporting Creativity and Imagination in the Early Years* (2nd edition), Open University Press, 2006 (ISBN 978-0-335218-59-2)

A valuable introduction for teachers and learners to help consider what is creativity and imagination and its value to society. It also contains detailed guidance on developing provision to support creativity and imagination.

Thornton, L. and Brunton, P., *Making the Most of Reclaimed and Natural Materials*, Featherstone Education, 2009 (ISBN 978-1-906029-77-7)

Includes a range of practical ideas for using reclaimed and natural materials to promote early learning.

Journals

Nursery World (www.nurseryworld.co.uk)

Early Years Educator (www.earlyyearseducator.co.uk)

In these journals, learners will find articles about practical ideas to promote creative learning.

Videos

100 Voices (www.5x5x5creativity.org.uk)

This DVD documents an action research project aimed at collecting evidence of children's creative capabilities. It involved settings, artists and cultural centres across five authorities working in partnership to support children's creativity.

Siren Films (www.sirenfilm.co.uk)

A collection of videos of children playing. A useful resource to use for observation/discussion purposes.

Heuristic play videos (use an online search engine to find 'heuristic play').

www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html

In a speech to TED Talks, Ken Robinson outlines a powerful case for the need to promote creative thinkers in a changing world.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.5x5x5creativity.org.uk

An independent, arts-based action research organisation which supports children in their exploration and expression of ideas. This website contains case studies, events and publications to promote children's creative learning.

www.sightlines-initiative.com

A UK-based early years charity promoting and supporting a creative and reflective approach to early childhood education. It includes a range of books, resources, project work and training to promote creative teaching and learning.

www.bigeyedowl.co.uk/equipment_and_craft.htm

This website lists a number of creative recycling centres around the UK.

Unit 24: Supporting the Development of English for Children With Another Home Language

Delivery guidance

In learning aim A, learners will look at the importance of children's home languages in relation to their development of English. Learners explore the ways in which the language skills already gained in the home language are transferable to new languages. Learners should consider the importance of the home language with regard to the social and emotional development of children, and look at how it supports the child's home and family connections and sense of identity and positive self-esteem. They should also look at the advantages of speaking more than one language and how children develop more positive attitudes to language learning through their own experiences.

Learning aim B explores how to work with families to support the development of English for children who have another home language. Your learners will understand the importance of valuing, respecting and including families with other home languages in early years settings and ways in which they can do this. This will include creating an inclusive environment, and ensuring that parents and families have access to services and opportunities to participate in the life of the setting. Those who are on placement and working with these children and families should think about how they develop opportunities to involve them in the setting as part of their routine, using interpreters and translators if necessary to ensure regular communication. Learners will explore how they can work with parents and families in order to share information about all areas of their child's development and give reassurance of the importance of the home language.

Understanding how to support the development of English for children who have another home language is the focus of learning aim C. It has links to *Unit 6: Supporting Children's Speech, Communication and Language* through the ways in which we support all learners in learning language by modelling correct language, using songs and games, and daily routines. Your learners should be able to show that they are able to create a positive learning environment for all children, which celebrates diversity in culture and language. Learners will understand the stages of second language acquisition, including the advantages of the 'one person, one language' approach and the importance of positive interaction with adults and peers which contextualise the language. Learners will be aware of the importance of challenging bilingual children and giving them the appropriate level of support, as well as how to access translators and bilingual teachers if necessary.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 24: Supporting the Development of English for Children With Another Home Language

Introduction

Ask learners to consider and discuss reasons why language is essential. Try to establish that:

- language builds relationships and allows people to socialise
- language allows people to socialise
- language is linked to our thinking processes and helps us to use our memories
- language helps us to express our needs
- language allows us to control our behaviour.

Learning aim A: Understand the importance of home languages for children developing English

The importance of strong foundations in the home language, as this will support children's language acquisition and how to use language in a social context.

- Begin by emphasising the importance of a strong foundation in the home language. Ask learners to identify the kinds of skills children are using when they learn to speak. Record this list of skills for use with the next activity.

The fact that home language skills are transferable to new languages and strengthen children's understanding of language use.

- Invite a bilingual speaker who has learned a second language after acquiring the first to come in to talk about the kinds of home language skills that have been useful. Link in with learning aim C.
- Follow up by comparing the list of skills captured in the previous activity and creating a list based on your speaker's session. What skills are the same and what skills are additional or different?

The importance of accepting and valuing how home language shapes values, beliefs and relationships and that it is essential to children's identity and positive self-esteem.

- Ask learners to consider transition policies and the ways in which we settle children into the setting. Consider whether this will be any different for bilingual or multilingual children and why (for example, meetings for parents who do not speak English, having staff who speak the home language).

The importance of home languages for social and personal development, including to maintain positive family connections and interactions with community members.

- Revisit the way in which language develops (*Unit 6: Supporting Children's Speech, Communication and Language*). Emphasise to learners that home languages usually develop in a stress-free environment. Ask them to discuss why home languages are an important part of children's development and why they should be embraced by the setting.

The advantages of bilingualism, including cognitive flexibility, increased problem-solving and positive attitudes to language learning.

- Ask learners to research bilingualism on the internet and investigate its advantages. What examples do those on placement have of children who have benefited from speaking more than one language? Create a poster showing the benefits of bilingualism and its advantages for children's development.

Unit 24: Supporting the Development of English for Children With Another Home Language

Learning aim B: Understand how to work with families to support the development of English for children who have another home language

Why it is important to value, respect and include families with other home languages as this will have positive benefits to children's self-esteem and ability to access the learning opportunities in the setting.

- Ask learners to work in pairs to consider the following in the light of the above:
 - children and families who are asylum seekers
 - children and families who have no English at all
 - children and families whose home language is not English
 - children and families who are the only speakers of that language in the setting
 - children and families whose home language is not English but is the predominant language spoken in the setting.

How to create an inclusive environment for parents and families who have other home languages, to include ensuring that they have access to services, have opportunities to participate and feel a sense of belonging.

- Ask learners on placement to talk about ways in which their setting shows inclusivity to parents and families who have other languages.
- Research with learners the kinds of services available to speakers of other languages in the local community. Ask learners to create an information flyer to display or hand out to parents and families.

How to work in partnership with parents and families to share information about all aspects of children's development, to include their abilities in their home language and their care needs.

- Give learners two different headings: 'Starting at the setting' and 'Ongoing participation'. Ask them to think of different ways in which settings can work with parents to share information within each of these categories.
- Ask those on placement whether their settings have procedures for sharing information as part of their inclusion policy.

How to encourage parents' participation in the setting by ensuring provision is inclusive and welcoming, using bilingual speakers or translators to share observations of children, inviting parents to read or record stories in the home language.

- Ask learners to create a list of parental participation activities based on the learning aim, for example showing ways in which they might ensure provision is inclusive, how they might use bilingual speakers or translators, and whether parents could be included in other ways apart from story reading.

The importance of reassuring families that maintaining their home language will benefit children's developing skills in English and has advantages for their cognitive development, as this will encourage parents to continue using their home language.

- Ask learners to use role play to consider ways in which they can reassure families who speak English as an additional language. Work in pairs with one learner as a parent who has seen the 'poster showing advantages of bilingualism' and wants to explore ways in which they could help to promote and maintain their home language. Their partner should reassure the parent about the benefits of home language to support children's development.

Ways to establish two-way communication between the home and the setting, including interpreters, written translation and the internet.

- Emphasise to learners the importance of effective communication with all families and the dangers of some groups of parents becoming isolated if they are not

Unit 24: Supporting the Development of English for Children With Another Home Language

involved.

- Ask learners to devise a leaflet for parents who speak additional languages setting out routines and procedures in the setting that may then be translated.
- Encourage learners to think about visual ways of displaying information which are not language dependent, for example photographs showing children's routines or signs giving information as illustrations.

Learning aim C: Understand how to support the development of English for children who have another home language

How to create a learning environment to support linguistic diversity, to include providing books, puzzles, labels and displays in languages used by children in the setting, role play equipment with food packets in community language.

- Ask learners to work in groups to create their own ideas for an environment which supports and reflects linguistic diversity, for example using signs and labels and bilingual displays, and including multicultural resources.

The stages of acquisition of a second language, including continuation of use of home language in the second-language situation, a non-verbal period when information about the new language is collected, use of individual words and phrases in the new language and development of productive use of the second language.

- Introduce the stages of second language acquisition to learners and ask them to consider ways in which they may be able to support children who are at the earliest stages of second language acquisition, for example giving them non-threatening opportunities to speak the second language in small groups, allowing them time to think about what they are going to say, and not being too quick to correct them if they make a mistake.

The importance of interaction with adults and peers in meaningful contexts for language acquisition, including in routines, games and in outdoor play.

- Look at a film clip of an adult interacting with a child who speaks English as an additional language. Ask learners to identify different ways in which the adult supports the child's language development and invite them to think about ways in which peers will also be able to do this.

The advantages of a 'one person, one language' approach (OPOL) as this prevents confusion and ensures that the children are encouraged to make use of each language.

- Lead a discussion about language acquisition and the importance of one person speaking one language to children at the early stages. Explain the way in which children can then 'tune in' to one language as they relate it to one person and the confusion that can ensue if adults speak more than one language to a child at the earliest stages.

The role of the adult in using English to model language in order to introduce the new language and sentence structures, including careful enunciation, recasting, repetition, giving a commentary on actions, use of open-ended questions and use of gesture and expression.

- Ask learners to use role play to demonstrate how the adult can model language in a non-threatening way when interacting with children who speak English as an additional language.

How to encourage use of the home language in the setting, to include learning songs and games, playing with peers who use the home language, bilingual staff and involvement of parents and families.

- Invite a bilingual speaker who works in a childcare setting to speak about how they

Unit 24: Supporting the Development of English for Children With Another Home Language

are involved and why. Ensure your learners have prepared questions to ask your visitor.

Discuss with learners the positive ways in which bilingual staff can be involved in working with children and their families.

- Ask learners to think of ways that the additional language(s) can be included within the everyday routine of the setting. Do they know of any songs or games in another language? How does this benefit all the children in a setting?

The importance of responding to children's non-verbal communication, giving children time to respond and not pressuring children to speak English, as children's understanding is always in advance of spoken language, and positive, sensitive encouragement to help children to develop confidence in using English.

- Talk to learners about the different ways in which we communicate with others and the fact that much of our communication is non-verbal. Give them a group task in which a team leader instructs the others what to do – one leader is able to talk and use gestures and facial expressions, another leader is to use gestures and facial expressions only and the last leader is to use speech only. Do they notice any difference in the outcome?
- Ask learners to consider ways in which we respond to children and how responding to non-verbal cues will also support children's development of English. How can we encourage children's development of English without pressurising them?

The importance of giving cognitive challenge appropriate to individual needs to promote children's cognitive development while they are developing English.

- Emphasise the importance of recognising that children who speak an additional language should not be placed in groups with those who have special educational needs. Discuss with learners why the correct level of cognitive challenge is important for all children.

How to support the development of English, including in daily routines, games, music, puppets, storybooks and rhymes, ICT, role play and drama.

- Give activities to groups of learners using the ideas above (for example a set of finger puppets, a board game, a storybook, simple rhymes) and ask them to explore the ways in which they are encouraged to use language through the activity.
- Ask learners to discuss why the activities will support the development of English and how and why children who speak English as an additional language will benefit from these kinds of activities.

The role of observation in supporting children who have another home language, including recognising how to understand and plan for individual development, care and learning needs.

- Discuss with learners how observing children with English as a second language might help practitioners to support them and find out more about their needs.
- Ask learners on placement to observe a child who speaks another home language in different situations – at play, in the classroom and interacting with adults. Report back to others in the class and compare their findings with others.

How to access support, to include translators and bilingual teachers.

- Invite a support teacher who works with families who speak English as an additional language to speak to your learners. Use the opportunity to find out what kind of support is available to maintain links between the setting and families who speak English as an additional language. Link in with visitor from learning aim A.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 6: Supporting Children's Speech, Communication and Language*
- *Unit 10: Supporting Children's Literacy and Numeracy Development*

Practical Evidence Portfolio

This unit provides part of the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Effective relationships with children: 2

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Websites

www.naldic.org.uk

The National Association of Language Development in the Curriculum has a large amount of material, articles and suggestions on issues surrounding bilingual pupils.

www.languageswithoutlimits.co.uk

Go to the site map and look at 'Learners with English as an additional language' for advice and further web links.

Unit 25: Promoting Children's Development Outdoors

Delivery guidance

Learning aim A focuses on helping learners to understand how outdoor play promotes all areas of development. They will understand that the outdoors provides experiences that cannot be replicated indoors. Children experience a sense of freedom and space where they can move, explore, become messy, be noisy and active, unrestricted by the confines of indoors. Outdoor play offers contact with the natural world in all its glory. Your learners will understand that they have a responsibility to ensure that children have this opportunity, and commit to developing their own understanding of what nature has to offer. All children need to move to learn and they also need to experience awe and wonder in order to grow up healthy in mind, body and spirit.

Learners will have an opportunity to reflect on curriculum approaches from the UK and abroad in order to help them to develop a set of principles on which to make judgements about appropriate quality of outdoor provision and learning.

Learning aim B1 concentrates on developing the practical knowledge required to resource outdoor provision. Learners will plan and develop resources to support outdoor learning. They will observe children and identify learning opportunities in order to deepen their understanding of the importance of outdoor play. Many of the activities suggested will be linked to their own placements so that they have an opportunity to plan, implement and evaluate learning for a range of age groups.

Learners will understand that good quality outdoor play is not dependent on having a wide range of commercial resources. They will appreciate that learning is also about engaging with natural open-ended resources that can be used in a variety of ways to develop imagination and creativity. Learners will understand how to organise provision to enable different age groups to access resources independently so that children's ideas and theories can develop unhindered.

The focus for learning aim B2 is on developing an understanding of the role of the adult in outdoor play. Learners will understand that they are the most valuable resource in supporting children's development. Their positive or negative attitude will transmit itself to children and will help or hinder learning. They will use their observational skills to identify children's interests and preoccupations and know when it is appropriate to stand back (observe), work alongside (co-constructing) or lead (teaching necessary skills and knowledge.)

Learners have opportunities in their placement experiences across the age ranges to deepen their understanding of the value of outdoor play for children's learning and development. Learners need to reflect on the crucial role of the adult in observing, planning and supporting provision that sustains children's high-quality play.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 25: Promoting Children's Development Outdoors
<p>Introduction</p> <p>Invite learners to reflect on their own childhood and the opportunities they had to play outdoors.</p> <p>Ask them to recall their favourite outdoor space. What did they play? Ask them to list words, ideas and feelings associated with those memories. Group these into cognitive, social/emotional and physical areas. Emphasise the importance of outdoor play to holistic development.</p>
<p>Learning aim A: Understand the importance of the outdoors to development and learning</p> <p><i>The positive impact on wellbeing, including effect on self-worth and resilience.</i></p> <ul style="list-style-type: none"> Ask learners to identify words that describe a sense of wellbeing. Explore the physiological and psychological aspects of wellbeing. How might this impact on self-worth? What is resilience? Ask learners to think of personal situations where they had to show resilience. Ask them to think of outdoor situations where they might have to use resilience. <p><i>How healthy lifestyles are encouraged, including the development of positive lifelong attitudes towards being outside, movement and nature.</i></p> <ul style="list-style-type: none"> Ask learners to create a display to show how outdoor play supports a healthy lifestyle and develops a positive lifelong attitude towards being outside, movement and nature. <p><i>How physical development is supported, including locomotive skills, balance and coordination, though play opportunities outdoors.</i></p> <ul style="list-style-type: none"> Ask learners to design a leaflet for parents outlining how outdoor play promotes physical development. <p><i>The benefits to social and emotional development, including self-confidence, by giving challenge, encouraging cooperation and negotiation, giving opportunities for excited and noisy play and having freedom to explore.</i></p> <ul style="list-style-type: none"> Watch the DVD Rising Sun Woodland Pre-school Project (see Resources section below for details). Ask learners to identify how this outdoor experience supports the above skills. <p><i>Approaches to outdoor play and learning in curricula/frameworks relevant to the placement/work setting.</i></p> <ul style="list-style-type: none"> Ask learners to research and identify the similarities/differences and challenges of outdoor provision in the UK, Sweden and Denmark. <p><i>Other approaches to outdoor play and learning, including Forest Schools, Froebel and Steiner Waldorf education.</i></p> <ul style="list-style-type: none"> Invite a speaker who is trained in Forest Schools, Froebel or Steiner Waldorf education to outline the benefits of this form of outdoor provision. <p><i>How opportunities for cognitive development can be given, including for creativity, problem solving and understanding the natural world and scientific concepts.</i></p> <ul style="list-style-type: none"> Using images of natural outdoor environments (woodland, beach, meadows, streams etc), ask learners to work in groups to identify how children might

Unit 25: Promoting Children's Development Outdoors

develop creativity, problem solving, understanding the natural world and scientific concepts.

How the outdoors offers real-world, first-hand experiences and suits children who learn best through activity or movement.

- Watch video footage of children across the age ranges playing outdoors. Ask learners to identify what first-hand experiences they are getting from playing outdoors.

That the indoor and outdoor environments are of equal value to learning and development in early years provision.

- Ask learners to work in groups focusing on one area of provision, indoors and out. List the experiences and activities and resources that it is possible to offer in the area. What are children learning?
- Role play a conversation between a practitioner and a parent who thinks their child should be sitting indoors learning.

The role of outdoor provision in complementing and extending indoor provision and supporting all types of play in the early years.

- Ask learners to identify areas of indoor provision and then to consider how this can be extended outdoors on a different scale etc.
- Consider the barriers to doing certain messy activities indoors. How can they be done outdoors?

The importance of free access to outdoor provision from provision indoors to enable children to develop ideas without interruption.

- Ask learners to identify through observations those children who follow their interests from indoors to outdoors. Explore through discussion the factors that enable the child to sustain attention.
- Ask learners to observe if there are gender differences in outdoor play. Explore the findings through discussion.

Learning aim B1: Understand the features of effective outdoor provision

Integrated indoor-outdoor early years provision available simultaneously, where possible, for free access and movement.

- Agree with your learners what is meant by free access. Ask them to describe how their own setting arranges access to the outdoors. Identify the barriers and possible solutions to free access.

The importance of provision of shade and shelter in order to provide all-weather opportunities.

- Ask learners to discuss how natural and recycled materials can be used to create shelters.
- Give learners a budget and ask them to design and cost a shaded area.

The importance of a variety of surfaces and levels if possible to support children's exploration of textures and to provide challenge.

- Ask learners to identify the learning opportunities created by having a range of levels and surfaces within the outdoor area.

Storage that allows children to have independent access to resources, including sheds, storage boxes.

- Ask learners to identify a range of storage for an area of provision for different age groups and to explain their rationale for choosing the storage.

The importance of appropriate clothing and protection for all-year-round access to the outdoors, including rain ponchos, all-in-ones, sun hats.

Unit 25: Promoting Children's Development Outdoors

- Ask learners to research a selection of outdoor clothing for both children and adults. How can clothing be effectively stored and accessed?

Offering children what is not available indoors by making use of the special features of the outdoors, including space and the weather.

- Ask learners to walk outdoors holding a mirror at waist height and facing upwards, allowing them to experience the world from a different perspective.
- In groups ask learners to identify possible learning that can be planned in different seasons and weather.
- Split learners into four groups and allocate a season to each group. Ask learners to create a poster showing what activities could take place outdoors during their season. Posters should include information on: the resources they will need, the role of the adults in the activities and any health and safety issues.

Flexible and versatile provision, including open-ended resources and to support inclusion.

- Introduce learners to the Remida Recycling Centre in the city of Reggio Emilia in Italy. Explore how this facility supports inclusive creative provision to the pre-schools in the city and community. (Information about Reggio Emilia and Remida can be found on the Sightlines Initiative website listed below.)
- Invite learners to create a list of ideas inspired by the Remida Recycling Centre that could be used in a setting they are familiar with.

Resources, including natural materials, water, materials for construction and den play, flexible resources for movement and physical play, resources for creative and imaginative play and resources to experience the living world.

- Organise a visit to a high-quality setting where children are able to work independently and have free access to outdoors and a wide range of stimulating resources supported by practitioners skilled at observing and responding to children's ongoing interests and fascinations. Ask learners to identify opportunities for creative and imaginative play using the above resources.
- Ask learners to design an outdoor area, suggesting natural and open-ended resources for each of the areas.

The importance of resources to support real-world experiences, including buckets, brooms, garden tools, in order that children can gain new skills.

- Ask learners to produce identification charts to help children identify flowers, birds, plants, insects etc.
- Invite learners to create a poster showing new skills that can be gained by using buckets, brooms, garden tools and other outdoor resources.

Learning aim B2: Understand the role of the adult in promoting development outdoors

The importance of adults having a positive attitude to the value of outdoors.

- Role play a discussion between a reluctant practitioner and one who loves being outdoors. What are the arguments/excuses used? How can they be overcome?
- Ask learners to design a poster, poem or rap song with top ten tips on how to enjoy outdoor play with children.

The need for risk assessment to enable children's experiences.

- Using a range of images of outdoor environments ask learners to identify risks and opportunities for challenge.

The importance of having behavioural boundaries balancing safety with freedom.

Unit 25: Promoting Children's Development Outdoors

- Discuss rules within learners' own settings. Who do they benefit? Ask learners to identify a set of basic rules to enable children to play safely, independently and with freedom.

How to support child-initiated experiences.

- Ask learners to record an observation of a child playing outdoors and in pairs to identify what is interesting the child and how their learning can be supported.

Organisation of the outdoor space and resources to enable freedom to explore.

- Ask learners to photograph their own settings' outdoor spaces/resources. In discussions, ask them to rank from the most effective in terms of quality of learning to the least used. Discuss how they would improve the least used.

How to support development and learning using naturally occurring, spontaneous features available outdoors including seasonal changes and the weather.

- Ask learners to design portable resource boxes to support learning about seasonal changes and the weather: wind, rainy days etc.

The need to enable children to return to projects until they have finished with them, to support assimilation.

- Use examples of project work, for example from Sightlines Initiative (see DVD and website listed below), to illustrate how children can be supported to develop sustained interests.

How to actively involve children in decisions about outdoor provision.

- Ask learners to design a simple questionnaire to ask children's preferences and ideas for improving their play area. Ask learners to identify the most popular ideas and reflect on why these might have been requested. Learners should discuss the findings with their placement supervisor.

How to use parks and public spaces to extend and support outdoor learning.

- Ask learners to plan a visit to a public space and design a pre-visit checklist, risk assessment and learning opportunities for a range of age groups.

The importance of observation for assessment, including to support inclusion and to ensure sufficient challenge.

- Ask learners to use relevant early years guidance to identify the key messages about observation, inclusion and challenge. What implications does this have for their role in supporting outdoor play and provision?

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 1: Child Development*
- *Unit 2: Play and Learning*
- *Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs*
- *Unit 9: Observation, Assessment and Planning*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Support outdoor play and learning: 57–60

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Bilton, H., *Outdoor Learning in the Early Years: Management and Innovation* (3rd edition), Routledge, 2010 (ISBN 978-0-415454-77-3)

This book contains a multitude of ideas and activities for working outdoors. It supports practitioners to develop high-quality outdoor provision.

White, J., *Playing and Learning Outdoors: Making provision for high quality experiences in the outdoor environment with children 3–7* (2nd edition), Routledge, 2014 (ISBN 978-0-415623-15-5)

This book focuses on the use of natural materials and experiences of the natural world. There is guidance on providing for physical, imaginative, creative and construction play.

Journals

Nursery World (www.nurseryworld.co.uk)

Early Years Educator (www.earlyyearseducator.co.uk)

In these journals, learners will find articles about outdoor play and practical support in developing provision.

Videos

Rising Sun Woodland Pre-school Project, Sightlines Initiative (2001) (www.sightlines-initiative.com)

This DVD is a record of project work undertaken in woodland with nursery children.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.bbc.co.uk/gardening

This contains information about gardening, selecting plants, growing vegetables etc.

www.rhs.org.uk

A gardening charity promoting good gardening and providing information on shrubs, trees, plants etc.

www.forestschoools.com

The philosophy of Forest Schools is to encourage and inspire individuals of any age through positive outdoor experiences. This site has articles and case studies which support their philosophy.

www.sightlines-initiative.com

Sightlines Initiative is a national organisation promoting creative and reflective practice in early childhood education. This site provides the UK reference for the pre-schools of Reggio Emilia.

Unit 26: An Introduction to Working in a Montessori Setting

Delivery guidance

This unit is an introduction to working in a Montessori setting. It is a specialist optional unit. Your learners will understand the basic principles underpinning the Montessori approach and Maria Montessori's view of children's development. They will explore how Montessori learning environments are organised and how adults observe, plan and support children's learning. You will also help your learners look at ways to apply Montessori principles to their own early years practice after observing Montessori education in action.

Learning aim A1 focuses on the basic principles underpinning the Montessori approach and learners consider how the approach was first introduced at the beginning of the 20th century and continues to provide good early years practice today. Key fundamentals concerning the child, such as supporting the child as an active learner, respecting the inner life of the child, trusting the child's inner motivation, providing freedom within limits and encouraging the child's inner self-discipline are explored. Observing and understanding what the child brings with them is essential to appreciating the method and fundamental to a Montessori teacher's role. Pedagogical principles, such as vertical grouping, the work-cycle, the favourable environment and need for an empathetic practitioner should be understood, this is the provision to meet what the child brings with them.

To appreciate Montessori's view of child development, learners need to explore the ideas of the Absorbent Mind, sensitive periods and the child's drive towards independence, concentration, self-discipline and social awareness. These drives need to be recognised and fostered. They are the focus of learning aim A2. Understanding Montessori's view of the child is essential in a Montessori practitioner, enabling your learners to appreciate that by observation of these particular traits in a child they will then be informed to plan for each child's interests and needs as they develop new skills and acquire knowledge.

Learners in Montessori settings will discover that the learning environment is organised in a very particular way, this is the favourable environment, which is developmentally appropriate and designed with the basic principles underpinning the Montessori approach in mind. Learning aim B1 looks at this. Learners will consider the organisation of resources in order to support the individual child within the whole group.

The particular role of the adult in supporting the child in a Montessori setting is covered in learning aim B2. Learners focus on observations and case studies in order to appreciate the provision required to support a child's changing individual needs in a non-directive manner. Both learning aims B1 and B2 will be highly relevant to learners' practice experience as both aims examine 'how' the learner will be a Montessori practitioner.

Learning aim C looks at how learners can apply the principles of the Montessori approach to their own early years practice. It is by applying the principles with understanding that learners will be able to develop into effective Montessori early years practitioners and evaluate the extent to which the Montessori approach contributes to current early years practice.

Learners studying this unit are likely to be working in or on placement in a Montessori setting. If not, it is recommended you give them the opportunity to visit a Montessori setting to provide context for the unit tasks and help your learners to enjoy the unit more.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 26: An Introduction to Working in a Montessori Setting

Introduction

Consider asking learners what they know about Maria Montessori herself and the Montessori approach to early childhood education and care. Focus learners on piecing together what they already know about Montessori and Montessori practice to gain an overview. See if you can elicit from learners the idea of Montessori as part of the early childhood tradition in the UK and the current role of Montessori practice.

Learning aim A1: Understand the basic principles underpinning the Montessori approach

The Montessori approach was first introduced at the beginning of the 20th century as a contribution to our understanding of early childhood practice.

- Introduce the topic to your learners, questioning them to find out what they already know about who Maria Montessori was and about the Montessori approach. Encourage learners to question you for further information or direction to appropriate sources of further information.
- In pairs, ask learners to recap the main points.

The key fundamentals which underpin the effectiveness of the Montessori approach, to include supporting the child as an active learner, respecting the inner life of the child, trusting the child's inner motivation, providing freedom within limits and encouraging the child's inner discipline.

- Use case studies to draw out the key fundamentals, encouraging small group discussion to create notes and definitions for each of the key fundamentals.

The pedagogical principles which scaffold the fundamentals, including vertical grouping, the work-cycle, the favourable environment and an empathetic practitioner.

- Divide learners into four groups, and ask each group to research one of the above four pedagogical principles.
- Invite each group to present their information to their peers and answer questions.

Learning aim A2: Understand Montessori's view of children's development

Children develop in stages organised into three distinctive periods of six years each.

- Ask learners to research this in pairs, make sure you have pairs exploring each of the three periods.
- Ask the pairs to join into small groups, then work together to create a poster giving details about 'their' distinct period of six years.
- Share the posters with the whole group for discussion and questions.

The first stage, the Absorbent Mind (birth to age 6), is considered to be fundamental to children's optimum development.

- Ask learners to undertake independent research into the Absorbent Mind.
- In small groups brainstorm about the Absorbent Mind recording the main points to create a handy reminder sheet for learners' files.

Sensitive periods are noticeable during the stage of the Absorbent Mind and are evident in children's acute interest in various aspects of their environment.

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- Divide your learners into six small groups and ask each group to research one particular sensitive period.
 - Ask each group to create a poster of their findings to be shared with the class.
- Sensitive periods are the optimum time for developing new skills, acquiring knowledge and getting to know the environment and people around them.*
- Using learners' placement observations or film clips, encourage group discussion of observed sensitive periods.
 - Ask learners to note these observations on sticky notes. Then ask your learners to sort the notes by sensitive period.
 - Ask learners to create a list of examples for each sensitive period.
- Children have an innate drive towards independence, concentration, resilience, self-discipline and social awareness, which needs to be fostered.*
- Ask learners to work in pairs to create a leaflet for prospective parents of their setting. The leaflet should highlight how the setting fosters these innate drives by its provision, organisation and adult involvement.
 - Ask learners to review each other's leaflets.

Learning aim B1: Understand the organisation of the learning environment in a Montessori early years setting

How a favourable environment is prepared to support a child's learning, to include providing freedom of movement, structure and order, an attractive, warm and inviting environment, materials for active learning, vertical grouping, and closeness to nature and the natural world.

- Review learners' understanding of the Montessori principles underpinning the favourable environment.
- Use case studies or setting observations for small groups of learners to identify the above elements.

How a favourable environment is organised into distinct areas of learning, including activities and materials specifically designed by Montessori to facilitate optimum development:

- Ask learners to work in small groups to create a floor plan for an ideal Montessori setting.
- Ask learners to research available resources to create a list of suitable materials/activities, both indoor and outdoor, with which to stock the setting.
- Invite learners to explore and interrogate peers' plans.

How learning is organised into two-and-a-half to three-hour uninterrupted periods referred to as the 'work-cycle', including a wide range of activities for children to engage with indoors and outdoors and for play alone and with friends.

- Independent study for learners to revisit their understanding of the work cycle. Invite learners to report to the group how the work cycle functions in their setting or on a setting's website they have researched.
- Help your learners to draw out the variety of practice and think about what causes this.

The organisation of resources to enable children to have access to the full range of activities and engage with them according to their natural rhythm and interests, to include arranging self-contained activities on open low shelves which are accessible, complete and ready for use.

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- Ask learners to observe and note how this is achieved in their setting and to bring information such as film, photographs, a 'map' or written description to share with their peers.
- Invite learners to brainstorm how what they have seen or heard reflects basic principles underpinning the Montessori approach.

The responsibility of the child to return each piece of material/equipment/game back to the shelf, ready for another child to use, referred to as a 'cycle of activity'.

- Ask learners to work in pairs, to produce guidance notes for a new colleague in their setting. The notes will explain what the cycle of activity is, why it is an essential element of the Montessori learning environment and what the colleague should do to support the children in this.

How children are grouped in three-year age spans based on periods of development, to facilitate learning from each other and growing social awareness.

- Ask learners to work individually to create the content about the benefits of vertical grouping for a page on their setting's website.
- Ask learners to review peers' content.

How adults act as role models and encourage positive and socially acceptable behaviour, encouraging children to take care of themselves, each other and the environment.

- Ask learners to role play some scenarios feeding back how the Montessori learning environment influenced each example.

The role of adults to observe the child's engagement with the environment and ensure that the environment provides what the child needs.

Invite a parent or parents of a child attending (or formerly attending) a Montessori setting to talk to your learners about their child's interests at nursery, how the staff observed their child and what provision met their child's interests. Ensure your learners have questions prepared for your visitor.

Learning aim B2: Understand the role of the adult in supporting children in Montessori early years settings

How adults ensure that the environment meets a child's changing individual needs by observing, recording and reflecting on the child's learning and progress.

- Invite a Montessori practitioner to speak to the class on this topic. Encourage learners to ask questions.
- Use a group discussion to see if learners can link what they have heard with their understanding of the principles underpinning the Montessori approach.

How to plan appropriate activities that are child-sized and set up for success to develop and extend a child's spontaneous learning, including practical life activities.

- Working in pairs, ask learners to collect the resources for, and set up a practical life activity. Each pair should then demonstrate it to the group.
- Ask the class to discuss the benefits to the child of each activity and whether they can suggest any revisions to individual activities.

The importance of adults having a thorough understanding of Montessori philosophy and pedagogy to prepare the environment and support a child by observing their actions, following them and being non-directive.

- If learners are on placement, ask them to observe colleagues' preparation of the environment and interaction with a child in their setting. Alternatively show appropriate film clips and ask learners to make notes.
- Ask learners to feed back to the class and discuss the observations.

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How adults' knowledge and understanding of the sensitive periods guides their work with young children by recognising when a child is ready to learn and when to introduce appropriate items to children.

- Review learners' understanding of the sensitive periods.
- Ask learners to bring appropriate observations from their setting and invite them to discuss their examples with their peers. They could add brief notes of their observations to their posters on sensitive periods created in learning aim A2.

How to share knowledge about each individual child with colleagues and parents using observations.

- Ask learners to create a short questionnaire to use with colleagues at their setting to investigate how they go about sharing knowledge and what guidance they follow in doing so.
- During group discussion help learners to draw out the main points concerning good practice.

Promotion of a harmonious environment, including respectful relationships within the setting and the wider community.

- In pairs, ask learners to review this aspect of the favourable environment.
- Ask your learners to work in small groups to use this knowledge to present an example of this to the rest of the class using role play.

How to value each child as a unique individual by identifying the developmental needs of each child and by giving all children opportunity to develop their own innate abilities to full potential.

- In small groups, ask your learners to use a case study to identify the developmental needs of particular children.
- Use discussion to suggest possible other/further lines of development for each child identified.
- Ask learners to question each other about the uniqueness of each child.

Learning aim C: Understand how to apply the principles of the Montessori approach to own early years practice

Ways to provide a favourable environment, to include providing freedom of movement, structure and order, an attractive warm and inviting environment, materials for active learning, vertical grouping, and closeness to nature and the natural world.

- Gather a selection of ideas by asking each of your learners to choose one aspect of the favourable environment.
- Ask learners to make an action plan to introduce or extend this in their setting.
- Ask learners to present their idea to their peers for discussion and revision.

How to support active learning, to include enabling children to make free choices and interact and discover the materials independently.

- Ask learners to create an activity for their setting that is organised for children to access and use independently. They should record what happens when the children use it and report back to the group about the children's response to it. What did the children show the learner?

How to organise resources to enable children to have access to the full range of activities, including arrangement of resources to enable free choice and independence.

- Invite learners to bring in photographs of the organisation of resources/activities/materials in their setting.

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- In small groups, ask learners to explore the photographs, assist them to identify and extend good practice.
- Ask learners to then plan the organisation of resources for a particular area of the environment, such as for the practical life area, provision for independent snacking or art and craft.

How to encourage children to return material/activities ready for others to use to help children to respect materials, the environment and others by providing structure and order.

- Ask learners to use the photographs mentioned above to identify the skills children would need to be able to do this in their setting.
- In pairs, ask learners to plan how these skills could be introduced.

Ways to facilitate children to learn from one another by encouraging older children to help younger children.

- As a group, share ideas of how to facilitate children learning from one another. Ask individual learners to choose one of these ideas to try in their setting.
- After trying it, ask each learner to write a short report explaining what happened from either the older or younger child's point of view.
- Share these reports with the class to create a shared resource.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 1: Child Development*
- *Unit 2: Play and Learning*
- *Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs*
- *Unit 6: Supporting Children's Speech, Communication and Language*
- *Unit 7: Supporting Children's Personal, Social and Emotional Development*
- *Unit 9: Observation, Assessment and Planning*

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Isaacs, B., *Understanding the Montessori Approach*, Routledge, 2012
(ISBN 978-0-415585-03-3)

This book provides information about the key principles of the Montessori approach and explores all areas of the curriculum in a Montessori favourable environment.

Montessori St Nicholas Charity, *Guide to the Early Years Foundation Stage in Montessori Settings*, Montessori Schools Association, 2008 (download PDF from www.montessori.org.uk)

Shows how the Montessori approach to planning, to the areas of learning and to assessment meets the requirements of the EYFS without compromising Montessori principles.

Pound, L., *How Children Learn. From Montessori to Vygotsky – Educational Theories and Approaches Made Easy*, Step Forward Publishing Ltd, 2005
(ISBN 978-1-904575-09-2)

Provides a good summary of Montessori's thinking and approach to learning and development. Suitable for level 3 learners.

Journals

Montessori International

Learners should find articles about the Montessori approach to learning and development, and activity ideas for home and nursery/school.

Websites

www.montessori.org.uk

Information on Montessori education and aspects of Montessori's thinking about children's development and learning.

Unit 27: An Introduction to Working in a Steiner Waldorf Setting

Delivery guidance

Learning aim A will help your learners understand the principles underpinning Steiner Waldorf education. Principles such as imitation and example, protecting children's sensory development, and rhythm and repetition may be familiar to them, but learners should understand that they are much more important in a Steiner setting.. It is important that your learners understand that formal learning begins at age 6+ in the Steiner Waldorf system, when children move from kindergarten into lower school. There is no formal academic teaching before this age, and written literacy and numeracy are not introduced. This seems radical in Britain, but it is the norm in many European countries and your learners will be interested in recent studies presenting evidence for the effectiveness of this late start in both later academic achievement and pupil wellbeing (for example, Suggate S. P., *International Journal of Educational Research*, 2009, No 48).

This means that until the age of rising 7, children's play can be taken very seriously in the Steiner Waldorf setting. Your learners will recognise links and tensions with other educational movements and with government policy. For example, Steiner Waldorf representatives have contributed to EYFS consultations and discussions, which have seen the emphasis on play-based learning increased. However, Steiner Waldorf settings have had to be given exemptions from learning goals on written literacy and numeracy that conflict directly with their curriculum.

Learning aim B1 explores some of the most distinctive features through hands-on experience. The emphasis on a calming rather than stimulating environment, where aesthetic qualities are reflected in architecture, colour and decoration, and where attention to detail is valued, will be thought-provoking and bring interesting comparisons with other settings. Another unusual element your learners will meet is the choice of domestic and artistic activities offered to children. This should encourage your learners to think about learning-rich and meaningful experiences for all young children.

Learning aim B2 focuses on the role of the adult, and enables learners to think about non-intervention – allowing children to find development opportunities through self-initiated play. What happens when, having provided an enabling play environment, the adult role is that of observer rather than active participant or guide? Exploring the balance between free play and adult-led activity, learners will appreciate subtle positive qualities that the adult needs to cultivate in order for their inner mood and outer actions to combine to give young children what they need.

Learning aim C encourages your learners to be creative as they come up with ideas and activities that will be of direct value in their own work. They will reflect on how to change their own practice and the ways in which they view children's play.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 27: An Introduction to Working in a Steiner Waldorf Setting
<p>Introduction</p> <p>Introduce the unit to learners by outlining the key themes of Steiner Waldorf education, for example:</p> <ul style="list-style-type: none"> • Rudolf Steiner's theory of child development • the kindergarten setting and other Steiner provision for children under 7 • the principles of Steiner early childhood education. <p>Ask learners to consider the following questions as they progress through the unit:</p> <ul style="list-style-type: none"> • What opportunities does this educational system give young children? • What is the role of the adult? • What can mainstream practice learn from this system? <p>You could suggest keeping a notebook of their thoughts on these questions.</p>
Learning aim A: Understand the principles underpinning Steiner Waldorf education
<p><i>The Steiner Waldorf approach is founded on the work of the Austrian philosopher and educationalist Rudolf Steiner.</i></p> <ul style="list-style-type: none"> • Begin with a very brief biography and mention of the many initiatives founded by Rudolf Steiner. Include the worldwide nature of the movement and the recent explosion of interest in Asia. • Ask your learners if they know of any other worldwide educational movements. <p><i>Steiner's theory of child development, including the key principles of the three stages.</i></p> <ul style="list-style-type: none"> • Introduce your learners to Steiner's theory of child development, including the key principles of the three educational stages. Note that this unit focuses on birth to 7. • Give your learners the experience of learning a basic finger game simply through repetition and imitation. • Ask them to discuss in small groups how they have seen young children using imitation as a prime learning strategy from birth onwards. • Ask learners to consider if young children learn anything that is not through imitation. <p><i>Steiner's early education principles, to include the notion that everything surrounding the child has an impact, education takes account of the whole child, and children's learning flourishes in a sensory-based, calm and predictable environment.</i></p> <ul style="list-style-type: none"> • Invite learners to share their placement experience of a Steiner Waldorf setting or provide photographs of such a setting to show learners the key features of this calm sensory base, which makes an interesting contrast with many early years settings. • Ask your learners to share responses to these photos or descriptions and pick out contrasts and similarities with reference to their other placement visits.
Learning aim B1: Understand how the environment is organised to support Steiner Waldorf principles
<p><i>The importance of the arts and involvement in domestic activity as Steiner practitioners believe that both of these are vital for the child's overall development.</i></p>

Unit 27: An Introduction to Working in a Steiner Waldorf Setting

- Introduce your learners to the range of artistic and domestic activities available in the Steiner setting.
- Ask them to discuss why these might be important and what practical resources and equipment might be needed that are not normally present in an early years setting.

Provision of artistic activities, including storytelling, painting, music, singing, poetry, movement, puppetry, drawing and creative craft activities, linking to the principle that children learn through a sensory environment and can develop their own imagination.

- Introduce an activity, for instance, making puppets from simple materials, such as folded paper napkins, and bringing them to life in an everyday story of getting up, going out and coming home again.
- In pairs learners could tell a story to each other using the puppets, which will enable a full and relevant discussion.
- Ask learners to discuss what this example would offer to young children.

Provision of domestic life arts, including cleaning, cooking and baking, and mending, linking to the principle of providing children with a calm, predictable environment.

- Hold a class discussion on domestic activities. What kinds of domestic activity would your learners consider as appropriate for children to join in with, and what would not be appropriate?
- How might this change in relation to the age-range of the group?

Steiner child-initiated play as a support to physical, emotional and social development, to include open-ended toys and equipment.

- Bring in a range of open-ended toys that are natural materials – plain cotton cloths, logs, twigs, pine cones, pebbles, nuts, shells etc, and ask learners to build small world scenes.
- Provide blankets and ask them to build dens out of the available furniture.
- Ask them to bring to your next sessions something from the natural world that you have not already shown them and to talk about and demonstrate how it might be used in imaginative play to support physical, emotional or social development.
- Help them to understand, providing examples, what real self-initiated play is.

Types of open-ended toys and equipment for imaginative and multi-purpose use that enhance sensory development, including simple figures and dolls, logs, shells and other natural materials.

- Display a twig, a pebble and a coloured silk scarf and ask learners to think of imaginative play uses for them that will enhance sensory development. How many can they come up with?

Types of play including solitary, social, creative, active, peaceful, which links to the principle of taking account of the needs of the whole child.

- Ask your learners how they enjoyed these play experiences and how they can see them as supporting different kinds of play that take into account the needs of the whole child.
- Include reference to play at different ages, especially before representational play begins to develop (generally between 2 and 3 years old) and after.

How an enabling environment is organised to support child-initiated play, including time, space and access to open-ended equipment that stimulates children's imagination and creativity.

- Ask learners to make their own suggestions for an environment that supports play.
- Show them photos of the Steiner Waldorf setting and discuss the features that can be seen.

Unit 27: An Introduction to Working in a Steiner Waldorf Setting

The importance of protecting the senses in Steiner education, so as to ensure that children learn through authentic and first-hand experiences, which links to Steiner's principle that everything surrounding the child has an impact.

- Invite a Steiner practitioner or trainer to talk to your learners about their environment and practice, and explain the importance of protecting the senses. Ensure your learners have prepared questions to ask. Hold a class discussion on the following question: Does this kind of sensory protection sound rather old-fashioned today? How does it fit in with modern lifestyles? Where a practitioner can not attend show video clips of a setting protecting senses.

How an environment to protect the senses is provided by focusing on natural materials, calm plain colour and not including television, computers and electronically produced music.

- Ask learners to consider again the Steiner Waldorf settings that they have seen or had described to them.
- What can they see that protects the senses of the young child?
- In particular, ask them what is not included in the Steiner Waldorf environment.
- Ask learners to consider the advantages for development of this style of environment.

The role of rhythm, repetition and routine in constructing a healthy environment, in establishing continuity, in supporting development and in changing lifestyles.

- Talk about rhythm as a basic component of all living things – plants, animals and people.
- Ask learners to think about the value that rhythm, repetition and predictability in daily life give a young child in terms of security and openness to learn.
- Ask them to reflect on their relationship with rhythm, regular habits, timetables etc. in their own lives. When do they find it a support and when does it seem restrictive?

How to vary pace, and balance times of activity with times of rest, as this provides a predictable environment, including providing a daily, weekly, seasonal and yearly rhythm.

- Develop the discussion of rhythm to include what might be considered activities where the daily rhythm for the children expands (free play being the prime example) and where it contracts (such as drawing them into an adult-led and focused activity). Ask learners to consider how it feels to the child if the balance goes too far in one direction or the other.
- Ask them, in pairs, to plan a healthy rhythm for a four-hour session for a group of children aged under 3 and for a group of children aged between 3 and 6.

How the day is structured to include activity time, ring time, snack time, outdoor time and story time.

- With the help of a Steiner Waldorf practitioner or trainer, describe a typical rhythm for a Steiner Waldorf parent and child group and a Steiner Waldorf mixed age (3 to 6 years) kindergarten.
- Ask learners to compare this with non-Steiner Waldorf settings they have visited.

Learning aim B2: Understand the role of the adult in Steiner Waldorf education practice

How adults support play, including not planning for play and enabling child-centred learning without formal teaching.

- Discuss with your learners the contrast between planned play and creating an environment that enables children's self-initiated play to flourish. Relate this back to the work on open-ended toys that was part of learning aim B1.

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- Ask them to think about play situations they have observed recently where child-centred learning happened without planning or formal teaching. How did the adult support the play?

The role of the adult in creating relationships with both children and their parents, including building trust through listening, sensitive observation of the child which is shared with parents.

- In pairs, ask learners to role play how an adult might respond to a child first arriving in a setting for the day. The child could be either full of home news to share or not yet ready to speak at all.

The importance of the adult as a model worthy of imitation, including tone of voice, use of gesture, the mood that is created by the adult's attitude to the activity.

- Ask your learners to think of situations where they have seen young children copying the actions, words or attitudes of the adults around them.
- When has this been a positive and helpful experience for the children and when has it not helped them?
- How, ideally, should the adult behave in the presence of the imitative young child?
- What factors in the working situation of the adult would support or undermine this ideal?

The importance of working with joy and wonder in order to foster the child's own joy and wonder with the world as this maintains a child's enthusiasm for learning.

- Encourage learners to describe situations where they have observed children showing joy and wonder, for example experiencing puddles or snow.
- How did the adults accompanying the child respond and how did this affect the child's mood?
- If the adult showed a negative reaction, what could they have done differently to foster the child's joy and wonder?

The importance of observation, including observing play, transitions and school readiness in order to build the adult's capacity to respond appropriately to the child in the moment and make long-term plans for the child's learning.

- Ask a small group of your learners to act out a transition activity, such as getting ready to go outside (waterproofs, boots, gloves on etc.).
- As observers, what can the rest of the group suggest about what children are learning in this situation?

Types of observation, including formative and summative assessment, Steiner observation and child study.

- Invite a Steiner Waldorf practitioner or trainer to describe formative and summative assessment, and how this is complemented by the practice of child study, giving examples and formats.
- Ask your learners to try using one of these formats on a placement visit.

The importance of work with families to enable and support the child between home and school, including building bridges to allow the child to flourish away from home and family.

- Explore with role play how the wrong approach to parents might actually undermine their parenting.
- How can we constructively suggest changes in the home in a way that does not do this?

The importance of work with other adults in the setting in order to provide a good model for the child of teamwork and to share observations about the child which will support planning.

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- Ask your learners to discuss in small groups the factors that lead to good teamwork and what might undermine this.

The importance of self-development, including self-reflection, artistic activity, being a role model and developing creative relationships.

- Ask learners to discuss in pairs ideals that they aspire to, habits that they would like to change, and capacities that they would like to develop.
- What action could they take to achieve these goals?
- How can they imagine this benefiting the children that they work with?

The role of the kindergarten in the local community requiring the adult to develop links, including sharing of festivals and other events.

- Describe how the Steiner Waldorf setting works with festivals around the year and discuss with your learners how this might become a local resource.

Learning aim C: Understand how to apply principles of Steiner Waldorf education to early years practice

How to enable child-centred learning, including the adult being aware of what individual and groups of children need, adapting the rhythm, toys and resources according to observations made.

- Ask your learners to list elements from the Steiner Waldorf setting that they would like to transfer to their own early years practice, and elements they have learned of that they would not like to bring in.

How to tell stories, including choice of story appropriate to age, repetition, tone of voice, creating a mood which allows children to listen.

- Give your learners the experience of hearing a traditional story told by heart – a live performance.
- What do they feel about having no visual aids to support the story, and how do they think small children respond to this type of storytelling?
- Ask them either to learn a short story or to select a suitable incident from their own childhood, and to retell this in small groups.

How to use puppets to tell everyday stories and fairy stories, including the importance of making own puppet, moving puppets appropriately, involving children in their use.

- Give your learners the experience of a short puppet play that is a traditional story acted out with simple handheld puppets.
- Ask your learners to bring in any kind of puppet, handheld, glove, finger etc, and practise telling each other things using the puppets.

How to organise 'ring time' to put together movement, song, poetry and story into a movement journey which the children learn through imitation, including polarities of fast and slow, loud and soft, repetition.

- Invite a Steiner practitioner or trainer to bring an example of a kindergarten 'ring time' which your learners join in through imitation. Lead a group discussion on what children might learn through the daily repetition of ring times like this.

How to develop the environment to protect the senses, including provision of natural materials, making own toys, making own dolls, the decoration of the room to promote a calm atmosphere and to reflect the seasons.

- Ask your learners what elements of their early years environment they might easily change to protect the sensory development of the young child.
- What is more difficult to change?
- How could learners promote a calm atmosphere that reflects the seasons?

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How to provide a nature table, including following the seasons, flora, using colours that reflect the season, choosing items that reflect the elements of earth, water, air and fire.

- Show your learners actual or photographic examples of the seasonal table in the kindergarten that gives an indoor picture of what is happening in the natural world.
- Ask them to bring in materials next session to make a small seasonal display suitable for a particular time of year and that will reflect the elements of earth, water, air and fire.

How to provide creative activities, including painting, drawing, modelling and making of toys and decorations.

- Ask your learners what creative artistic activities they have heard about in this unit that they would like to bring into their early years practice.
- Ask them to plan a simple seasonal craft activity, using natural materials, that is suitable for a specific age range.

How to provide practical life skills activities, including the involvement of children in food preparation, laundry, care of the room and garden.

- Prepare a simple meal with your learners, such as slicing and buttering bread or chopping fruit. Encourage them to pay attention to details, such as polishing the apples before cutting them, arranging the food beautifully on the serving plates and covering it with lovely cloths, decorating and setting the table.
- Follow the meal by clearing away and washing up with the same attention to detail, thinking all the time how the children could be involved in these activities.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 1: Child Development*
- *Unit 2: Play and Learning*
- *Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs*
- *Unit 6: Supporting Children's Speech, Communication and Language*
- *Unit 7: Supporting Children's Personal, Social and Emotional Development*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Support outdoor play and learning: 59

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Nicol, J. and Taplin, J., *Understanding the Steiner Waldorf Approach: Early Years Education in Practice*, Routledge, 2012 (ISBN 978-0-415597-16-6)

An in-depth introduction. Chapters 3–9 cover much that is included in this unit.

Jaffke, F., *Toymaking with Children* (3rd edition), Floris Books, 2010 (ISBN 978-0-863157-69-1)

A valuable resource showing the equipment and toys that you will find in the Steiner Waldorf early childhood environment – contains good photographs.

Nicol, J., *Bringing the Steiner Waldorf Approach to your Early Years Practice* (2nd edition), Routledge, 2010 (ISBN 978-0-415565-01-1)

A short account of the principles and putting them into practice. Chapters 4 to 11 cover many of the aspects in this unit.

Male, D., *Parent and Child Group Handbook: A Steiner/Waldorf Approach*, Hawthorn Press, 2006 (ISBN 978-1-903458-46-4)

A resource for parents and child leaders, including child development from birth to three and what to include in a parent and child session.

Jenkinson, S., *The Genius of Play: Celebrating the Spirit of Childhood*, Hawthorn Press, 2001 (ISBN 978-1-903458-04-4)

An exploration of the importance of play. Chapters 2–5 are the most relevant to this unit.

Videos

The Gift of Learning (www.steinerwaldorf.org.uk)

This is a ten-minute DVD commissioned by the Steiner Waldorf Schools Fellowship to give an introduction to Steiner Waldorf education for pupils up to school-leaving age.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.steinerwaldorf.org.uk

This is the website for the national organisation representing Steiner Waldorf education in this country. Go to 'Early Years' in the Education section for a brief introduction.

www.iaswece.org

This is the website for Steiner Waldorf early childhood education internationally. Go to 'Waldorf Education' and then 'What is Waldorf Early Childhood Education?' for more information and photographs.

Unit 28: An Introduction to Work as a Community Nursery Nurse

Delivery guidance

This unit explores the skills and knowledge learners need to improve the health and wellbeing of families with young children. Although the unit has particular application to the role of the Community Nursery Nurse, who works within the health visiting service, all early years practitioners are in a unique position to promote child health by advising and supporting families regarding health issues affecting children. This unit builds on learning in core and mandatory specialist units, particularly knowledge gained about child development, play, child protection, health and safety, food, children's language and communication, and personal, social and emotional development. This unit introduces the principles of health promotion and the specific skills required for working effectively with families to enable them to improve their own and their children's health.

Learning aim A focuses on the role of the Community Nursery Nurse and their particular responsibilities when working as a member of a skill-mix team. You will need to introduce learners to the range and scope of the role. Learners will be able to explore how knowledge gained in other units can be applied to activities such as child development assessments, child protection, encouraging play, promoting positive behaviour and giving advice on infant feeding and nutrition, hygiene and safety. Community Nursery Nurses work in child health clinics and visit families in their own homes. The importance of partnership working, accountability, lines of reporting, and confidentiality when working in the community to ensure consistency of care for the child should be explored.

In learning aim B, your learners will need to be introduced to the concept of health promotion and primary and secondary prevention. Learners should consider factors that affect children's health; they will need to explore pre- and post-natal factors, and biological, environmental and emotional factors. Once learners have grasped the principles of health promotion they can go on to examine the current immunisation programme and its role in primary prevention by preventing serious childhood infections. Learners will need to be able to provide accurate information to parents to encourage immunisation take-up in their work as early years practitioners. How children's growth and development is monitored through screening programmes needs to be explored as these play an important role in secondary prevention. Learners will need to understand how observation skills and understanding of child development are essential in screening programmes for early detection of departures from usual patterns of development to ensure prompt and effective action. Opportunities to observe developmental screening in a child health clinic would benefit your learners. Children under 5 are at risk from accidents in the home and most accidents can be prevented. Advising families about how to prevent accidents in the home in relation to children's developmental stages is another aspect of primary prevention. Primary child health prevention also includes feeding and nutrition and prevention of sudden infant death: your learners will need to know the current advice to provide appropriate advice and support to families.

The skills required to work with families in a health promotion role are explored in learning aim C. Learners often lack confidence in communication with adults so the importance of developing trusting, respectful relationships when offering guidance and advice about health issues should be emphasised. Learners need to understand that having up-to-date, accurate information and knowing when to refer to others is crucial in effective health promotion.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 28: An Introduction to Work as a Community Nursery Nurse

Introduction

You could introduce this unit by asking learners to work independently and write down what is provided by the health service to promote children's health and development.

Ask learners to feed back their information. You could record ideas under two headings; 'Preventing diseases or conditions' and 'Early detection of health problems' to provide a context for the learning in the unit.

Learning aim A: Understand the roles and responsibilities of a Community Nursery Nurse

The role of a Community Nursery Nurse (CNN), including services aimed at improving the health and wellbeing of families with children up to the age of 8.

- Ask learners to research the role of a Community Nursery Nurse.
- Use a film clip to introduce the work of a health visitor. Lead discussion on the extent to which the CNN role complements the work of the health visitor.

The range of work as a CNN, to include undertaking child development assessments, health promotion, child protection and work with individual families and parenting groups, encouraging play, promoting positive behaviour and giving advice on infant feeding and nutrition, hygiene and safety and accident prevention in the home.

- Give learners a job description for a Community Nursery Nurse. Ask them to work in pairs to record how the knowledge and skills gained in core units of this qualification apply to the job role described. Ask learners to share their findings with the class

The context for work as a CNN, including child health clinics and visiting families in their own homes.

- Invite a health visitor or CNN to speak about how and where CNNs work. Ask learners to jot down what skills and knowledge would need to be developed for visiting families in their own homes.

How the CNN works as part of a skill-mix team to promote child health, including health visitors, CNNs, qualified nurses and administrative support workers.

- Ask learners to define what they understand by the term 'skill-mix team'.
- Ask learners to reflect on the skills required for collaborative working. Lead discussion about the responsibilities of individuals working in skill-mix teams. Ask learners to note down how an effective skill-mix team would benefit children and families.

The importance of understanding the roles and responsibilities of other members of the team in relation to the health of children and families, to ensure effective partnership working in order to make sure clients get the best service.

- Provide learners with a case study of a situation where a CNN makes a direct referral to a speech therapist regarding concerns they have about a child's speech delay, without informing the health visitor or other members of the team. Ask them to discuss the potential impact of this on partnership working. Lead discussion about the implications for children and families if individuals disregard the roles and responsibilities of other members of the team.

Why it is important to understand that the CNN is accountable to the Nursing and

Unit 28: An Introduction to Work as a Community Nursery Nurse

Midwifery Council registrant or delegating professional, and only undertakes activities which are delegated.

- Lead a discussion with learners about reasons why the CNN needs to be accountable to the health visitor and only undertake delegated tasks.
- Ask learners to consider the implications of the CNN acting independently in relation to child protection or mental health issues.

The importance of following agreed policies and procedures for confidentiality, complete and accurate record keeping and lines of reporting, to ensure consistency of care for the child and the child's carer.

- Ask learners to work in groups to examine case studies to consider what could happen if policies and procedures for confidentiality, complete and accurate record keeping, and lines of reporting were not in place. Ask learners to share their conclusions with the class.

Learning aim B: Understand the range and scope of child health promotion in the community

That health promotion is a process to enable people to increase control over, and to improve, their health.

- Ask learners to work independently to list the aims of any current health promotion programmes they are aware of. Ask learners to share their ideas with the class.
- Ask learners to work in small groups to define health promotion. Learners can then share their ideas with the whole group and come to a consensus of the most appropriate definition, which could be displayed in the teaching area.

The principle that health promotion is not something that is done on or to people, but is done by, with and for people, either as individuals or as groups.

- Learners work in groups to look at available resources for health promotion for anti-smoking, exercise, healthy diet, accident prevention.
- Lead a discussion about how successful the resources would be in helping and motivating people to make changes for their health. How do individuals respond to being told what to do, for example, to give up smoking by non-smokers?

That primary prevention involves the prevention of diseases and conditions before their onset, including making the environment safe, maintaining a safe water and food supply, and immunising against infectious diseases.

- Ask learners to work in groups to explore primary prevention and compile a list of primary prevention activities. Explore their ideas in a class discussion.

That secondary prevention involves measures for early detection of departures from good health and for prompt and effective corrective actions.

Introduce the concept of secondary prevention.

- Ask learners to reflect on the work of the CNN covered in learning aim A (child development assessments, health promotion, child protection and work with individual families and parenting groups, encouraging play, promoting positive behaviour and giving advice on infant feeding and nutrition, hygiene and safety and accident prevention in the home) to identify which involve primary prevention and which are secondary prevention.

Factors that affect child health, including pre- and post-natal factors, biological factors, environmental factors and emotional factors.

- Introduce each factor. Divide learners into four groups, each researching one

Unit 28: An Introduction to Work as a Community Nursery Nurse

factor and the extent to which it may affect children's health. Learners can present their findings to the class. The long- and short-term implications for children's health of the factors can be explored in group discussion

The current immunisation programme for children and young people.

- Ask learners to carry out independent research to find out the current immunisation programme for children and young people.

The importance of immunisation programmes in preventing infections and how information about these may be given to parents, including in child health records, in leaflets and verbally.

- Introduce learners to the principles of immunisation, including herd immunity.
- Divide learners into small groups to research information needed to answer questions parents may ask about reasons for immunisation. Ask each group to research different infections covered by the immunisation programme and create a handout for the rest of the class. Information needs to include: how the infection affects children; its possible long-term effects; and any side effects of the immunisations.

The role of health surveillance programmes in promoting child health, including growth monitoring, and physical and developmental screening.

- Ask learners to examine the six to eight week review, one year review, two year review and school entry review in The Personal Child Health Record ('Red Book'). Lead a discussion about the components of each review and their importance in primary and secondary prevention.
- Invite in a parent with a baby and carry out a review using The Personal Child Health Record. Learners to record the results on a copy of the page from the record book.
- Use case studies of a completed two year review carried out by a CNN where a child has not achieved all the expected skills and a growth chart of a baby who has fallen below a percentile. Ask learners to decide what action the CNN should take. Lead class discussion about the implications for the children.

Current advice given to parents about feeding and nutrition programmes which follow national recommendations, including those for breastfeeding, weaning and healthy eating.

- Ask learners to examine the national recommendations for parents about feeding and nutrition.
- Use role play to explore advice to give parents about nutrition with children of different ages, to include advice about breastfeeding, weaning, portion size, and how to balance children's diet.

The advice given to parents to reduce accidents in the home, including safety precautions in relation to developmental stages and safety equipment.

The advice and support given to parents to reduce the risk of sudden infant death, including preventing overheating, placing babies on their back with their feet touching the end of the cot and risks when babies are exposed to cigarette smoke.

- Ask learners to work in groups to plan the content of a course for parents to help them understand how to prevent accidents in the home for children from birth to five, to include precautions to reduce the risk of sudden infant death. Learners share their ideas with the group.

How adult health and lifestyle issues impact on the health of children, to include smoking, postnatal depression, disability, substance misuse and domestic violence.

- Ask learners to examine case studies to explore the extent to which different

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adult health and lifestyle issues impact on children's long- and short-term health.

How child health is promoted in work with families, to include parenting programmes, support groups for mothers with postnatal depression and smoking cessation support.

- Ask learners to carry out independent research to find out what parenting programmes and support programmes to promote child health are available in their local area, including in clinics, community centres, children's centres and GP surgeries.

Learning aim C: Understand the skills needed to work as a Community Nursery Nurse

The importance of developing trusting, respectful relationships with families when offering help and guidance for effective child health promotion.

- Recap the definition of health promotion. Lead a discussion about the features of relationships with families that enable effective health promotion.

The skills needed to promote health, to include involving people and encouraging participation, understanding, being supportive and non-judgemental, excellent communication and negotiation skills, caring and empathising.

- Ask learners to work in small groups, with reference to the Competency Framework and Best Practice Guidelines for Community Nursery Nurses (www.unitetheunion.org), list the skills required to promote health. Groups to share their findings with the class and justify why each skill is needed. Agree a definitive list of skills.

The importance of reflecting the culture, attitudes and values of an individual and the community in which they live in health promotion, to ensure help and advice given is sensitive and appropriate for individuals.

- Ask learners to examine health promotion material, leaflets, online information to assess the extent to which the materials reflect different cultures and communities.

Why it is important to be well informed and accurate when giving information to promote child health, as families need accurate, current information to make informed decisions and inaccurate information leads to loss of trust.

- Use case studies for learners to assess the impact of providing inaccurate child health information to families.

When to refer directly to health professionals, including child protection concerns.

- Lead whole class discussion, using scenarios to identify situations in the community that would need urgent referral to health professionals, relating back to knowledge and understanding of child protection from *Unit 8: Safeguarding in Early Years*.

How to signpost to services, including having accurate information about available services, providing information in appropriate formats for families to access.

- Learners work independently to compile a list of relevant services for families in their area, noting those that provide information in a range of formats and languages.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 1: Child Development*
- *Unit 2: Play and Learning*
- *Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs*
- *Unit 5: Working with Parents and Others in Early Years*
- *Unit 6: Supporting Children's Speech, Communication and Language*
- *Unit 7: Supporting Children's Personal, Social and Emotional Development*
- *Unit 8: Safeguarding in Early Years*
- *Unit 16: Working With Children Under 3 Years*
- *Unit 15: Food and Mealtimes in the Early Years*

Resources

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Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Department of Health, *Healthy Child Programme: Pregnancy and the first five years of life*, Crown Publication, 2009 (download from www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_107563)

A useful reference which includes information about screening, immunisation, health and development reviews and advice on health, wellbeing and parenting.

Hall, D., Williams, J. and Elliman, D., *The Child Surveillance Handbook* (3rd edition), Radcliffe Publishing, 2009 (ISBN 978-1-846191-09-1)

A helpful reference for all members of the healthcare team in primary care about promoting the health, welfare and life chances of children, including screening programmes and growth monitoring.

Journals

Nursery World (www.nurseryworld.co.uk)

Contains articles about nutrition, health and safety.

Videos

Day in the Life of a Health Visitor (www.youtube.com/watch?v=5gz7X-AEUUw)

A useful introduction to the work of the health visitor.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.nhs.uk

Videos and articles about infant feeding, healthy eating, baby screening programmes, health checks in childhood, immunisations, safety in the home, prevention of sudden infant death syndrome.

www.nhs.uk/change4life/Pages/change-for-life

Advice and videos about how to make changes for a healthier lifestyle by eating well and moving more.

www.smokefree.nhs.uk

Smoking cessation advice.

www.publichealth.hscni.net/publications/birth-five

Department of Health Publication: *Birth to Five*

www.rcpch.ac.uk/PCHR

Royal College of Physicians and Child Health. Here you can access a copy of The Personal Child Health Record (also known as the PCHR or 'Red Book').

www.infantandtoddlerforum.org

Practical advice on feeding young children from experts.

www.gov.uk/government/collections/immunisation

Department of Health website for information about immunisations.

www.patient.co.uk/health/Childhood-Immunisation.htm

Medical information and support site for patients and professionals about immunisations.

www.lullabytrust.org.uk

Foundation for the Study of Infant Deaths: advice on the prevention of sudden infant death syndrome.

www.rosipa.com/childsafety

Advice, information and resources about child safety for professionals who work with children.

www.unitetheunion.org

Unite/CPHVA union – includes the following: CNN Handbook, Voluntary Code of Conduct, Professional Guidelines, Competency and Induction guides, Determinants of a good Community Nursery Nurse (CNN).

Unit 29: Meeting the Needs of Children Who May Have an Autism Spectrum Disorder

Delivery guidance

Learning aim A looks at research in to the possible causes of autistic spectrum disorder (ASD), which may be linked to genetics as well as the possibility of environmental influences. Learners may be keen to undertake fundraising to heighten and raise awareness of the disorder locally. Organising a guest speaker from the National Autistic Society or local support group for children and families affected by ASD would be invaluable to your learners. You should also remember that with the increased prevalence of the disorder there is a strong likelihood that some of your learners have personal experience of knowing someone who is on the autistic spectrum. Some learners may have experienced being with children with autistic spectrum disorder while on their work-related placements.

Introducing learners to the need for early recognition is covered in learning aim B. Learners will need to understand the importance of accurate observations and assessments being carried out in settings to support the referral process. Accurate observations and assessments are required to ensure correct diagnosis, as there are other syndromes, such as Fragile X, that have similar traits. Learners need to recognise additional behaviour that children with ASD may demonstrate. To assist with this learning aim you might invite a health visitor (or other health or education professional involved in the referral process and planned support for children and their families following the diagnosis of ASD) to come to speak to your learners.

Learning aim C1 lends itself to diverse delivery. The range of needs and abilities of children on the autistic spectrum is vast, as are the different behaviours, triggers and responses to change that the children display. Your learners may have developed some tactics while on work placement or through personal experiences. The key to this learning aim is to impress upon the learners the variation in the needs of children on the autistic spectrum: a specific response may work for a child at a particular time and in a specific setting, but may not work for other children – or even for the same child at a different time or in a different situation. In contrast, children not on the autistic spectrum will normally respond in the same way to the same response, regardless of timing or setting.

Learning outcome C2 focuses on the adult working with those with ASD. This will help your learners in their support of parents and children when they are in employment. Learning about how those working with children write individual learning plans in collaboration with other professionals, such as speech and language therapists, will help your learners to understand the importance of all who are working with the child and their family having the same targets and goals.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 29: Meeting the Needs of Children Who May Have an Autism Spectrum Disorder

Introduction

Ask your learners if they are working with, have worked with or know children who are on the autistic spectrum. Ask those learners to share their experiences. Lead a discussion on common misconceptions about the disorder. This may be a sensitive topic area if learners have personal experience of autism so bear this in mind when exploring this unit. Ask your learners to reflect on the gender of those children they know who may have an Autism Spectrum Disorder (ASD) leading them in to discussion on the gender imbalance in children diagnosed with Autism Spectrum Disorders.

Learning aim A: Understand Autism Spectrum Disorders

That autism is a lifelong neurodevelopmental disorder affecting how a person communicates and interacts with others.

- Use clips from the National Autistic Society that show people of different ages who have traits of Autistic Spectrum Disorder. Ask learners to identify the difficulties faced at different ages and life stages.

That autism is described as a spectrum condition because people with autism share certain difficulties but their condition will affect them in different ways.

- Ask learners to work in small groups to produce a chart of their findings based on the degree of difficulties/effects noted to demonstrate the degrees of problems across the spectrum.

The types of autism that form the spectrum, including classical autism, atypical autism and Asperger's syndrome or high-functioning autism.

- Make cards with descriptions and types of autism for learners to match. Make this task more complex by adding traits/behaviours/typical responses.

The contribution of Hans Asperger, Lorna Wing and Leo Kanner to understanding of the autistic spectrum disorder (ASD).

- Split your learners in to groups and give each group one of the above named contributors to research. Invite each group to feedback to ensure that the whole class learn about each contributor.

Lack of public understanding of ASD, including suggestions that the measles, mumps and rubella (MMR) vaccine or poor parenting is the cause.

- Ask learners to produce a short questionnaire to collect information from other learners, or staff at their college or placement setting, to gain insight into how they perceive Autistic Spectrum Disorder. They could also research the earlier concept of 'refrigerator mothers' and/or the support offered by the National Autistic Society to promote understanding of the disorder.

Ongoing research into causes of autism, including genetic/environmental links, reasons for increasing prevalence, gender difference, better diagnosis and improved knowledge by professionals.

- Ask learners to carry out independent research linked to their placements to learn about training offered to those working within the childcare sector or Special Educational setting to produce a flyer for display in an early years setting. Learners should collect information on possible increases in diagnosis of

Unit 29: Meeting the Needs of Children Who May Have an Autism Spectrum Disorder

ASD and on gender difference. To extend the activity, more in-depth research could also be undertaken to collect a wider picture of possible causes.

Why it is important to raise awareness of ASD and recognise the contribution of people with ASD to a diverse society, to ensure the rights and needs of children and their families are understood and met.

- Learners to look at real-life case studies of people such as Donna Williams or Bill Gates and other notable people on the Autistic Spectrum. Ask learners to identify the benefits these people have brought to society and create a poster for display that promotes awareness of ASD.

Learning aim B: Understand the importance of early recognition of Autism Spectrum Disorders

Why it is important to recognise children who have issues with social communication, to include meeting children's needs, more favourable outcomes and supporting families.

- Set the learners a role play where they need to communicate with each other while imposing restrictions that mimic the difficulties faced by those with ASD, such as not being able to make eye contact, taking comments literally/not understanding humour/sarcasm. Then ask the learners to try to develop their own resources to overcome the difficulties they experienced.

The Triad model of impairments (social communication, social interaction and imagination) and how this might support early recognition of ASD.

- Ask learners to work in groups to produce a set of three information leaflets for early years staff new to the sector to identify the impairments. Each leaflet should focus on one of the three areas: social communication, social interaction and imagination.

Additional behaviour which children may demonstrate, including heightened/lowered sensitivity to stimuli, repetitive/obsessive interests, echolalia, flapping with hands, ritualistic behaviour, difficulties with motor coordination and mouthing objects.

- There are a number of video clips on YouTube that show children displaying autistic behaviours. Ask learners to identify the behaviours and also give explanations as to why these may differ from 'normal' behaviours for children of the same age. Challenge your learners to identify strategies to support families with managing these types of behaviour at different life stages.

Why it is important to work closely with parents in the process of early recognition, including sharing information about the child in the context of their family and supporting parents' anxieties.

- Lead a discussion on the importance of working with parents and encouraging learners to identify how they would actually do this. Working in groups, ask learners to identify the positive aspects of working closely with parents and primary carers and the drawbacks of working with the child/children in isolation.
- How professionals may be involved in the referral process, including health workers, nurses, general practitioners, speech and language therapists, clinical/educational psychologists, occupational therapists and child development centres.

Invite a health professional involved in the referral process, or a parent who has been through the process, to come in and discuss the process with your learners. If you have a children's centre nearby you may be able to arrange a visit by some if not all of your learners; those who have visited could then report back to those that

Unit 29: Meeting the Needs of Children Who May Have an Autism Spectrum Disorder

were unable to attend.

Learning aim C1: Understand the needs of children who have, or who may have, an Autism Spectrum Disorder

How confusion with understanding what is being said and meant, and difficulties in communicating with others, can lead to underlying emotions that may act as a prompt to feelings of anxiety, frustration, confusion, anger or fear.

- To allow your learners to experience frustration, try explaining your learning objectives or giving them a word search in a different language. This should help develop their empathy. (This can also be linked to the suggested activity for the first section for learning aim B above.)

How sensory sensitivity may affect emotional responses as children may have difficulty processing everyday sensory information, which may result in over- or under-sensitivity, and as result they may become stressed or anxious when under- or over-exposed to sensory stimuli.

- Give learners some tinsel to put around their necks and tucked into their collars. This will help them understand how some children with ASD feel about labels in their clothes, just one reason why children with ASD may take their clothes off. Lead learners into a discussion of sensory perception by putting jelly or cold custard in a tub and asking learners to put their hands in without seeing what is inside. How might this cause anxiety or stress for a child with ASD?

Active behaviours that a child may show as a result of underlying emotions, to include screaming, tantrums, pushing and running away.

Passive behaviours that a child may show including withdrawal, hiding and cowering under an item or object.

- These two points can be delivered together, as they can be seen as the opposites of each other. The child's own individualism will have an impact on how they respond when feeling anxious. Ask learners to discuss the different ways in which children deal with emotions.

Why small changes to a child's environment and routines may affect active and passive behaviours as they may not have not understood what is said to them and they feel secure in familiar routines.

- You can link this learning aim to the previous two. Lead your learners in reflecting on how even very small changes can impact upon children/people in general. Use one or two experiences of your own to give them an example. This could be the change of a bus route due to roadworks, which leads to panic, getting off the bus at the next stop in the belief that you are on the wrong bus as there was no warning of the change. Ensure that you remind the learners that the impact on those with ASD is far greater than that for those who do not have ASD.

Why it is important to recognise that each child is unique, including their responses, sensitivities and behaviours, and that a child's behaviours may change from day to day and over time.

- Give learners a set of photos/pictures of children displaying behaviours that may be seen as typical of ASD. These should include pictures of the same children in different situations and displaying different behaviours. You should be able to locate these on the NAS web site or via an internet search. Make and give the learners a set of cards describing the behaviours displayed and reasoning for such behaviour. Ensure that your descriptions do not take visual differences into account and that you have some cards clearly showing the same child in opposing situations. Ask the learners to match the pictures to the descriptions

Unit 29: Meeting the Needs of Children Who May Have an Autism Spectrum Disorder

and to describe possible causes for the behaviours.

- Once learners have matched the cards, ask them to reflect on and explain their choices and what criteria they used. This will help them identify why they should not always assume that specific behaviours are only displayed by children with ASD and understand that some behaviours are typical behaviours of children in general. (An example is mouthing of toys and equipment, which is a developmental norm of young children, especially those who may be teething.)

Learning aim C2: Understand the role of the adult in supporting children who have, or who may have, an Autism Spectrum Disorder

How to provide a supportive environment, including ways of adapting an environment, creating a structured environment, sequencing routines, adult behaviours and ways of talking, use of calm concrete speech, simple language and positive approach.

- Invite a teacher from a specialist school or a parent to come to talk to learners about how they may have changed or adapted their environment to meet the children's/child's needs.
- Alternatively, ask learners to plan a specific environment for children with ASD. More able learners could add justifications to their plan.

How to lessen a child's anxiety, including routines, warnings of change, creating a safe area and use of visual supports such as real objects, photos of objects, visual symbols and picture timetables.

- In pairs or small groups, ask learners to identify possible causes of anxiety and strategies to support children. Learners could produce their own resources to support children with ASD through different transitions, such as creating picture timetables and their own picture exchange or communication/symbol cards.

How to support children if there are changes to the child's environment, including use of visual supports, structured organised classrooms, safe areas and comforters.

- Ask learners to develop different picture timetables to support children through transitions and changes within their environments. Give learners 'spot the difference' puzzles to impress on them how small changes often go unnoticed to most people and discuss how different this can be for children with ASD. Follow up by adapting one picture very slightly and asking if the learners can identify the change you have made. Then ask learners to consider the smallest of changes that might affect a child and how they can plan and support the child through such situations.

Why it is important to recognise what motivates an individual child as a child's particular interest can be used to extend their learning and as an incentive or reward to encourage them to engage in an activity.

- As a number of children with ASD have 'islets of talent' it can be very rewarding to recognise these talents and support children with their interests. It is more difficult to ensure that you are offering children appropriate choices when they have such difficulties. To extend this activity invite learners to research the artist Stephen Wiltshire, as an example of a person with ASD who displays a particular talent.

How to use motivators to support a child's learning and social development, including by using their interest to extend an activity and as a focus for developing two-way conversations.

- Demonstrate the power of rewards with your learners by using targeted

Unit 29: Meeting the Needs of Children Who May Have an Autism Spectrum Disorder

questions to recap on previous learning in the unit. Reward learners with stickers each and every time they answer, but with careful selection omit two learners: leave one learner out altogether and leave the other out until near the end of your questioning, only giving that learner one sticker. Use your actions to promote a discussion on the motivation and emotional responses experienced by the learners. Then ask the learners to reflect on the use of rewards within their settings and how successful they are. Learners may be challenged to research or link to theory.

How to use observations, to include gaining awareness of a child's responses in a range of different situations and recognising unusual behaviour as a way a child communicates or deals with a stressful situation.

- Ask learners to carry out a set of three short observations using video clips of children with ASD in different situations. Interpret these observations with the class as a whole group activity, supporting the learners in identifying the autistic behaviours.
- Give learners matching case studies for the children they have observed and ask them to plan strategies for how they would respond to children behaving in this way.

How to support social skills, including adult-directed activities, taking turns, using verbal and non-verbal communication, acting as a play partner, scaffolding and desensitising.

- Ask learners to work in teams to produce a training session for staff working with children with ASD. Give each group a different age range and/or childcare or educational setting to plan the training for.
- Extend the activity by asking learners to produce handouts to support the development of social and communication skills.

The role of external agencies in providing information, support and guidance to parents, settings and professionals, including The National Autistic Society, Earlybird and Autism Education Trust.

- As homework, ask your learners to collect as much information as possible on ASD from different agencies within their area as well as nationally. Learners should then compare and evaluate their findings. Ask them to grade the information's usefulness in relation to providing support, understanding and guidance for parents or professionals.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 1: Child Development*
- *Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs*
- *Unit 5: Working with Parents and Others in Early Years*
- *Unit 6: Supporting Children's Speech, Communication and Language*
- *Unit 7: Supporting Children's Personal, Social and Emotional Development*
- *Unit 16: Working With Children Under 3 Years*
- *Unit 19: Working With Children With Additional Needs*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Effective relationships with children: 4
- Observe, assess and plan for children aged birth up to 2 years: 85–86
- Observe, assess and plan for children aged 2 up to 4 years: 96–97

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Beswick, C., *Including Children with Autistic Spectrum Disorders in the Foundation Stage*, Featherstone Education, 2013 (ISBN 978-1-408195-03-1)

Especially good for supporting learners in meeting learning aim C1.

Gerland, G., *Finding Out about Asperger Syndrome, High Functioning Autism and PDD*, Jessica Kingsley Publishers, 2000 (ISBN 978-1-853028-40-3)

Gives the reader an insight into the feelings of those with Asperger's. Easy to read for all levels of learners.

Hull Learning Services, *Supporting Children with Autistic Spectrum Disorders*, David Fulton Publishers, 2004 (ISBN 978-1-843122-19-7)

Gives clear explanations and guidance on how to support learning.

Wall, K., *Autism and Early Years Practice* (2nd edition), Sage Publications Ltd, 2009 (ISBN 978-1-847875-08-2)

More complex reading and suitable for level 3 learners. Chapter 3 is particularly useful.

Journals

SEN Magazine (www.senmagazine.co.uk)

Published bi-monthly, they also have an informative website. Issue 56: January/February 2012 is especially useful with reports on autism. This would be especially suitable for level 3 learners who may be on a SEN work placement.

Videos

YouTube has a lot of clips showing children at different ages displaying autistic traits. For example: *Ethan 21 months – before autism diagnosis* (www.youtube.com/watch?v=bUQPig-35EM&feature=related)

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.autism.org.uk

The National Autistic Society provides up-to-date and very useful information on the diagnosis process, therapies, interventions and educational approaches specific for each stage. The National Autistic Society is a charity that supports children, their families and professionals who work with children and young people on the autistic spectrum.

www.autismeducationtrust.org.uk

This website has information on research, resources and training opportunities specifically for those working with children and young people on the autistic spectrum. The website is easy to use and provides useful information on teaching techniques for those working in educational settings.

www.autismbuddy.com

Autism Buddy provides a free user-friendly website with resources for those who work or live with children with special educational needs. Learners may use the resources when carrying out activities on placements.

Unit 30: Career Development in Early Years

Delivery guidance

This unit looks at careers in early years and the opportunities that are available to learners when they have achieved their qualification. This unit gives learners the opportunity to explore possible career options, for example, managing or leading a team in an early years setting, working as a teaching assistant or as a lecturer in the further education sector. It also looks at why continuous professional development is important and essential to continue to develop when in the workplace including the benefits for the children and setting. This unit will allow learners the opportunity to look at their future career path. Learners will be able to investigate different pathways into their future careers, using various sources.

Learning aim A focuses on the purpose of career development on a personal level, including the need to keep up to date with legislation, developing different specialism pathways and ultimately for promotion. This learning aim could be related to placement and learners should be encouraged to look at what it is like to be in the industry. Learners could reflect on their feedback from placements and develop a personal action plan. Reflective practice is a key feature of this unit and learners should be encouraged to look at themselves and their practice and write some evaluative notes.

Learning aim B1 invites the learner to understand job roles and responsibilities of the children's workforce. It will include looking at jobs from management of early years settings to Qualified Teacher Status (QTS) and Montessori to teaching in further education. Your learners will need to be exploring some of this by the end of their first summer term in order to prepare for selecting appropriate further courses or universities, if this is a chosen career path. This could include the annual fair held by UCAS and visiting speakers with a variety of job roles.

This unit could be introduced towards the end of the first year and continued for the first part of the second year in order to support developing career choices. This whole learning aim can be delivered using an individual portfolio so learners can collect the necessary information to build a resource that will help them understand each pathway. Learners will gain an understanding of useful sources of information about qualifications and career progression, such as SkillsActive and local colleges.

Learning aim B2 is about planning the learners' careers, self-assessment and making realistic plans. This can be completed by using feedback from the placements and being able to take constructive feedback, and complete a realistic action plan. Learners will carry out SWOT analysis, which can be difficult even for the experienced. Focusing on skill gaps and training needs is always a good start. Another area for learners to master will be SMART targets, which are used frequently in our careers and can be a challenge, so it can be helpful to link this with various units and their individual learning plans from day one.

Learners can use this unit to shape their future careers, but it is really important that the learners do not lose sight of the reason they will develop themselves – the children.

Getting started

This provides you with a starting place for one way of delivering the unit, based around the suggested assignments and tasks in the Specification.

Unit 30: Career Development in Early Years

Introduction

Invite your learners to think about their time in placement, including team structure and how the staff gain promotion within their settings. Encourage learners to think about career options and what possible pathway they might choose.

Learning aim A : Understand the purpose of career development in early years

The benefits of career development to children to include improving outcomes as practitioners gain more confidence, skills and knowledge.

- Ask learners to produce a list of the benefits of career development to children. Start the task with learners working individually, then in pairs and then in groups of four. Bring their ideas together on a flipchart/interactive whiteboard to produce a comprehensive list of benefits.

The purpose of career development for individuals, including professional responsibility to keep up to date with current legislation and research, motivation, to develop practice in early years, to follow a specialist career path, to develop leadership and management skills and for promotion

- Ask learners to create a leaflet that promotes continuing professional development (CPD) and informs new learners about the importance of keeping up to date with legislation and research, and the benefits CPD can have for the individual.

The benefits of career development to settings to include improving the quality of provision and to lead and inspire others.

- Ask learners to role play a sales pitch to the manager of an early years setting to persuade the manager about the benefits of career development to the quality of the setting.

The role of reflection in influencing and informing career development.

- This can be linked to *Unit 11: Reflective Practice*, ask the learners to spend 30 minutes reflecting on what they want from their career and write a career wish list. Suggestions could be age of children, pay, type of setting, hours to be worked, status, uniform, enjoyment.
- Working in pairs, encourage the learners to try to identify the type of setting most suited to their wish list. Now think about what additional training, experience or qualifications might put them in a more favourable position to gain employment in the identified setting.

How career development links to appraisal, including the identification of areas of strengths and weakness, opportunities for feedback.

- Ask learners to look at their own placement reports and make a list of their strengths and weaknesses.
- Set up some mock appraisals, learners can pick who is the interviewer and who is the interviewee and role play an appraisal using their list of strengths and weaknesses as part of the appraisal. Encourage the learners to consider how they give feedback during the appraisal. Ask the learners to swap roles with another pair and repeat the role play taking on a different role.

Unit 30: Career Development in Early Years

- Following the role play lead a discussion on how appraisals are based on individuals' professional performance as well as their CPD.

Ways to develop a career, to include continuing professional development (CPD) activities, reading, action research in the setting, mentoring and coaching, attending in-service training and gaining qualifications.

- Working in small groups, ask learners to prepare a short presentation highlighting the importance and value of CPD to both their own career development and the children and families they will work with. Ask them to include examples of the types of CPD activity they could do, e.g. additional training, experience, further qualifications, as well as the role action research has in professional development.

Learning aim B1: Understand career pathways

This whole outcome can be delivered with learners building their own portfolio. Give the learners a scrapbook each so that they can build the resources to understand each pathway for their own personal use; this may support them with their assessment. There could be an opportunity for a day of guest speakers or speakers could be invited in over a succession of weeks.

The importance of researching the range of opportunities, job roles and responsibilities of career options across the wider children's workforce.

- Ask learners to research various jobs using a variety of journals and websites, e.g. the local authority website. Once learners have gathered the information, ask them to make a portfolio of the different jobs available and in what areas. This activity can be extended by asking learners to look for the qualifications and further training that may be required, and pay bands.

How to develop a career as a practitioner, including Higher Nationals, foundation degrees and developing a role as a Special Educational Needs Coordinator.

- Invite a guest speaker from the local college or university delivering the Early Years Foundation Degree to give a presentation on the programme entry requirements, mode of delivery, learner progression and career opportunities.
- Invite as a guest speaker a SENCO from a local nursery or children's centre, to discuss how they developed their role.
- Ensure learners have prepared questions to ask the speakers, check these beforehand to avoid repetition.
- Ask learners to write up information for their portfolio.

The pathway to management of day care settings and children's centres and the importance of visiting a range of settings.

- Ask learners to investigate the routes to management by interviewing the manager at their placement. Encourage learners to share the results of the interviews with the whole group. Lead a discussion comparing the routes and ask the learners to identify similarities

What is required to progress into teaching in schools to include the teaching assistant role, Qualified Teacher Status (QTS) and Montessori teaching qualifications.

- Ask learners to research teaching qualifications using university guides to identify entry requirements, course details and progression opportunities. (Most college libraries have university guides and information.)
- Ask learners to produce a visual representation illustrating the qualifications and experience required for teaching in school, in a Montessori setting and as a teaching assistant. Compare the diagrams with each other and add any additional information to their own diagram.

Unit 30: Career Development in Early Years

How to develop a career working with children in home-based settings, to include becoming a registered childminder.

- Another opportunity for a visiting speaker possibly a childminder or someone from PACEY (Professional Association for Childcare and Early Years). Links with *Unit 17: Working With Children in Home-based Care* and *Unit 18: Managing a Home-based Childcare Business*.
- Ensure learners have prepared a range of appropriate questions to ask the speakers, check these beforehand to avoid repetition.

How to develop a career as a teacher or trainer of early years qualifications, including Qualified Teacher in Further Education status (QTFE) for teaching in further education and assessor qualifications.

- A great opportunity to discuss your role in the FE sector. Present the learners with 'life stories' of members of the teaching team outlining their route into teaching in the FE sector. Encourage the learners to discuss the 'life stories' identifying similarities and differences between them.

Careers in social work, including residential childcare qualifications.

- Invite a Health and Social Care learner to come and talk to the group about working in the health and social care field.
- Ask learners to research the qualifications needed to work in range of careers in social work, including residential childcare.
- Ask learners to produce a leaflet aimed at learners considering a career in social care containing the information gathered from the two above activities.

Health-related pathways, to include nursing, midwifery, community nursery nurse and hospital play specialist.

- Book a visit to a local hospital with the education coordinator to discuss pathways to the individual careers.

How to gain qualifications to work as a playworker and the importance of finding out about qualifications from sources such as Sector Skills Councils, local colleges.

- Ask learners to research the role of a playworker and produce a fact sheet containing information about:
 - the types of settings where you would find playworkers
 - the qualifications required
 - the role and responsibilities of a playworker.
- Arrange a visit to an after school club for learners to observe playworkers. Encourage learners to carry out mini interviews with staff at the setting to reinforce the information gained from the first activity. You may need to arrange visits in small groups or use several settings to accommodate larger numbers of learners.

Learning aim B2: Be able to plan own career development

The importance of self-assessment of own skills to make realistic plans to avoid setting unrealistic goals.

- Show learners a case study highlighting a practitioner setting unrealistic goals as a result of not carrying out a self-assessment of their own skills and development needs.
- Lead a class discussion based on the learners' thoughts following this exercise, asking them how they can ensure they set themselves realistic goals.

The importance of using reflections and feedback from others to gain a more accurate picture of one's strengths and weaknesses.

Unit 30: Career Development in Early Years

- Lead a class discussion on using feedback from others as a means of gaining an accurate picture of one's own strengths and weaknesses. Cover points such as:
 - seeing feedback as positive
 - accepting feedback as constructive
 - how to accept feedback without taking offence.
 - how to accept feedback without using 'yes, but'
 - explore both negative and positive feelings about feedback
 - acting on feedback.

How to use self-assessment tools to identify skills gaps and recognise strengths, interests and achievements, including SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) and career diagnostic tests.

- Introduce the idea of SWOT analysis to learners, including its purpose and format. Outline each SWOT category, clarifying the requirements for each category.
- Give each learner a large piece of paper divided into four equal parts. Write the heading 'Strengths' in the first box, 'Weaknesses' in the second, 'Opportunities' in the third and 'Threats' in the fourth. Ask learners to reflect on their own development, achievements, strengths, weaknesses and interests and carry out a SWOT analysis filling in each box as they do so.
- Ask learner to share their SWOT analysis with a partner. Have they identified any similar threats or weaknesses? How do they plan to address these?
- Encourage learners to look at their Practical Evidence Portfolio to help them with this activity.

How settings may support career development to gain a more accurate picture of one's strengths and weaknesses.

- Divide learners into two groups and present each group with a case study, one about peer observation as a means of supporting career development and one about mentoring.
- Ask the groups to discuss their case study and decide how valuable the approach is to supporting career development.
- Ask the groups to share their case studies and key points from their discussion.

Where to seek advice to help development of career pathways, including talking to managers, websites and professional journals.

- Ask learners to research the range of help available to support possible career development from their placements. This could take the form of a mini interview or questionnaire for managers and staff.
- Ask learners to add the information gathered to their portfolios.

How to formulate a career development plan to include setting SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound), short-term goals, long-term goals, priorities and contingencies.

- Introduce the idea of action planning to learners, including its purpose and format. Outline the idea of SMART targets, clarifying the requirements for each category.
- Ask learners to reflect on their progress so far. Think about the skills they have begun to gain or develop in both their placement and while studying. Encourage learners to look at their Practical Evidence Portfolio to help them with this activity.

Unit 30: Career Development in Early Years

- Give learners a blank career development plan table to complete, identifying three targets they would like to put on their personal action plan, e.g. gain more experience working with babies, complete first aid training.
- Encourage them to evaluate each other's career development plans to check that targets are SMART.

The importance of reviewing career development plans.

- Lead a class discussion on the importance of reviewing career development plans, to include checking progress, modifying and updating plans.
- Ask learners to create a checklist to aid reviewing career development plans.
- Ask them to explore these in a group discussion and add to the checklist where possible.

Details of links to other Pearson BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development:

- *Unit 5: Working with Parents and Others in Early Years*
- *Unit 11: Reflective Practice*

Practical Evidence Portfolio

This unit provides the underpinning knowledge for the following skills in the Practical Evidence Portfolio:

- Effective relationships with children: 1–4
- Professional relationships with adults: 5–7

Resources

In addition to the resources listed below, publishers are likely to produce endorsed textbooks that support this unit of the Pearson BTEC Nationals in Children's Play, Learning and Development. Check the website (www.edexcel.com/resources) for more information as titles achieve endorsement.

Suggestions are given for materials you may recommend to learners to support this unit. The list is not exhaustive and you are reminded to encourage learners to read as widely as possible.

Textbooks

Lindon, J., *Reflective Practice and Early Years Professionalism: Linking Theory and Practice* (2nd edition), Hodder Education, 2012 (ISBN 978-1-444167-20-7)

This book outlines the meaning of reflective practice, highlighting a theoretical perspective and how to develop as a reflective practitioner.

Paige-Smith, A. and Craft, A., *Developing Reflective Practice in the Early Years* (2nd edition) Open University Press, 2011 (ISBN 978-0-335242-35-1)

This book shows how reflection informs and develops practice, supporting all areas of child development.

Journals

Nursery World (www.nurseryworld.co.uk)

Early Years Educator (www.earlyyearseducator.co.uk)

These journals contain articles about approaches to observation, assessment and planning for play and development.

Videos

www.videoarts.com

How interview should not be conducted!

Any of these clips could be used.

Teachers should make sure they view and check video clips for their suitability before using them in sessions.

Websites

www.skillsactive.com

The Sector Skills Council for active leisure, learning and wellbeing. Contains useful guidance on the playwork sector.

www.pacey.org.uk/

Professional Association for Childcare and Early Years. Includes information on professional standards and training.

Annexe I – Unit mapping overview

The table below shows how units in the 2014 Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development map to units in earlier qualifications (the 2007 CCLD and the 2012 CPLD).

Unit in CPLD/EYE 2014	Unit in CPLD 2012	Units and Learning Outcomes in CCLD 2007 (Coverage of the stated Learning Outcomes may be full or partial in CPLD/EYE)
Unit 1: Child Development	Unit 1: Child Development	<ul style="list-style-type: none"> Unit 3: Promoting Children's Development LO 1, 2 Unit 4: Reflecting on and Developing Practice for Children aged 0–8 LO 2, 3, 4 Unit 7: Children's Learning Activities and Play LO 1, 2, 3, 4 Unit 9: Promoting Healthy Development and Living for Children and their Families LO 1 Unit 14: Psychological Perspectives on Children's Behaviour LO 1, 2, 3, 4, 5 Unit 35: The Development and Care of Babies and Children Under Three Years LO 1
Unit 2: Play and Learning	Unit 2: Play in Early Years Settings	<ul style="list-style-type: none"> Unit 3: Promoting Children's Development LO 1, 2 Unit 4: Reflecting on and Developing Practice for Children aged 0–8 LO 2, 3, 4 Unit 7: Children's Learning Activities and Play LO 1, 2, 3, 4, 5, 6 Unit 12: Physical Activities for Children LO 2, 3 Unit 35: The Development and Care of Babies and Children Under Three Years LO 1, 2, 3, 4
Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs	Unit 3: Meeting Children's Physical Development, Physical Care and Health Needs	<ul style="list-style-type: none"> Unit 2: Positive Environments for Children's Care, Learning and Development LO 1, 2, 3, 4 Unit 3: Promoting Children's Development LO 1, 2

Unit in CPLD/EYE 2014	Unit in CPLD 2012	Units and Learning Outcomes in CCLD 2007 (Coverage of the stated Learning Outcomes may be full or partial in CPLD/EYE)
		<ul style="list-style-type: none"> Unit 4: Reflecting on and Developing Practice for Children aged 0–8 LO 2, 3, 4 Unit 9: Promoting Healthy Development and Living for Children and their Families LO 1, 3 Unit 10: Promoting Wellbeing and Resilience in Children LO 1, 2, 3 Unit 11: Diet and Nutrition for Children LO 2 Unit 12: Physical Activities for Children LO 1, 2, 3 Unit 35: The Development and Care of Babies and Children Under Three Years LO 1, 2, 3, 4
Unit 4: Health and Safety in Early Years Settings	Unit 4: Health and Safety in Early Years Settings	<ul style="list-style-type: none"> Unit 2: Positive Environments for Children’s Care, Learning and Development LO 1, 2 Unit 12: Physical Activities for Children LO 2, 3 Unit 35: The Development and Care of Babies and Children Under Three Years LO 2, 3
Unit 5: Working With Parents and Others in Early Years	Unit 5: Collaboration with Parents, Colleagues and Other Professionals in Early Years	<ul style="list-style-type: none"> Unit 1: Positive Relationships for Children’s Care, Learning and Development LO 4 Unit 5: Safeguarding Children LO 2, 4
Unit 6: Supporting Children’s Speech, Communication and Language	Unit 6: Supporting Children’s Communication and Language	<ul style="list-style-type: none"> Unit 1: Positive Relationships for Children’s Care, Learning and Development LO 2 Unit 2: Positive Environments for Children’s Care, Learning and Development LO 3 Unit 3: Promoting Children’s Development LO 1, 2 Unit 4: Reflecting on and Developing Practice for Children aged 0–8 LO 2, 3, 4 Unit 18: Supporting Children’s Literacy Skills LO 1, 3, 4

Unit in CPLD/EYE 2014	Unit in CPLD 2012	Units and Learning Outcomes in CCLD 2007 (Coverage of the stated Learning Outcomes may be full or partial in CPLD/EYE)
		<ul style="list-style-type: none"> Unit 35: The Development and Care of Babies and Children Under Three Years LO 1, 4
Unit 7: Supporting Children’s Personal, Social and Emotional Development	Unit 7: Supporting Children’s Personal, Social and Emotional Development	<ul style="list-style-type: none"> Unit 1: Positive Relationships for Children’s Care, Learning and Development LO1, 3 Unit 3: Promoting Children’s Development LO 1, 2 Unit 4: Reflecting on and Developing Practice for Children aged 0–8 LO 2, 3, 4 Unit 10: Promoting Wellbeing and Resilience in Children LO 1, 2, 3 Unit 14: Psychological Perspectives on Children’s Behaviour LO 1, 2, 3, 4, 5 Unit 35: The Development and Care of Babies and Children Under Three Years LO 1, 2, 3, 4
Unit 8: Safeguarding in Early Years	Unit 8: Child Protection	<ul style="list-style-type: none"> Unit 5: Safeguarding Children LO 1, 2, 3, 4 Unit 6: Promoting Children’s Rights LO 2, 3
Unit 9: Observation, Assessment and Planning	Unit 9: Observation, Assessment and Planning for Play and Development	<ul style="list-style-type: none"> Unit 3: Promoting Children’s Development LO 3, 4, 5 Unit 4: Reflecting on and Developing Practice for Children aged 0–8 LO 2, 3, 4 Unit 7: Children’s Learning Activities and Play LO 2, 3, 4, 5, 6 Unit 12: Physical Activities for Children LO 2, 3 Unit 35: The Development and Care of Babies and Children Under Three Years LO 1, 3, 4 Unit 38: Reflecting on Practice in the Children’s Care, Learning and Development Sector LO 1, 2, 3
Unit 10: Supporting Children’s Literacy and Numeracy Development	Unit 19: Promoting Mathematical Development in Children Aged From Four up to Eight Years	<ul style="list-style-type: none"> Unit 3: Promoting Children’s Development LO 1, 2 Unit 7: Children’s Learning Activities and Play LO 1, 2, 3, 4, 5, 6

Unit in CPLD/EYE 2014	Unit in CPLD 2012	Units and Learning Outcomes in CCLD 2007 (Coverage of the stated Learning Outcomes may be full or partial in CPLD/EYE)
	Unit 20: Promoting Literacy in Children Aged From Four up to Eight Years	<ul style="list-style-type: none"> Unit 17: Supporting Children's Numeracy Skills LO 1, 2, 3, 4 Unit 18: Supporting Children's Literacy Skills LO 1, 2, 3, 4 Unit 19: Supporting Children's Information and Communication Technology Skills LO 1, 2, 3
Unit 11: Reflective Practice	Unit 11: Reflecting on Own Early Years Practice	<ul style="list-style-type: none"> Unit 1: Positive Relationships for Children's Care, Learning and Development LO 1, 2, 3, 4 Unit 4: Reflecting on and Developing Practice for Children aged 0–8 LO 2, 3, 4, 5 Unit 38: Reflecting on Practice in the Children's Care, Learning and Development Sector LO 1, 2, 3
Unit 12: The Early Years Foundation Stage	Unit 22: Implementing the Early Years Foundation Stage in England	<ul style="list-style-type: none"> Unit 3: Promoting Children's Development LO 1, 2 (not given) Units 4: Reflecting on and Developing Practice for Children aged 0–8 LO 2, 3, 4 Unit 5: Safeguarding Children LO 2, 3, 4 Unit 7: Children's Learning Activities and Play LO 1, 2, 3, 4, 5, 6 Unit 8: Research Methodology for Children's Care, Learning and Development LO 1, 6 Unit 17: Supporting Children's Numeracy Skills LO 1, 2, 3, 4 Unit 18: Supporting Children's Literacy Skills LO 1, 2, 3, 4 Unit 19: Supporting Children's Information and Communication Technology Skills LO 1, 2, 3 Unit 20: Design and Technology for the Early Years Practitioner LO 1, 3, 4 Unit 21: Combined Science for the Early Years Practitioner: Life Processes and Living Things LO 1, 2

Unit in CPLD/EYE 2014	Unit in CPLD 2012	Units and Learning Outcomes in CCLD 2007 (Coverage of the stated Learning Outcomes may be full or partial in CPLD/EYE)
Unit 13: Research Skills	Unit 12: Research Skills	<ul style="list-style-type: none"> Unit 8: Research Methodology for Children's Care, Learning and Development LO 3, 4, 5, 6 Unit 9: Promoting Healthy Development and Living for Children and Their Families LO 3
Unit 14: Health, Education and Social Services for Children and Their Families	Unit 13: Health, Education and Social Services for Children and Their Families	<ul style="list-style-type: none"> Unit 6: Promoting Children's Rights LO 1, 2, 3 Unit 13: The Impact of Social Policy on Children's Care, Learning and Development LO 1, 2, 3, 4
Unit 15: Food and Mealtimes in Early Years	Unit 14: Food and Mealtimes in the Early Years	<ul style="list-style-type: none"> Unit 2: Positive Environments for Children's Care, Learning and Development LO 1 Unit 9: Promoting Healthy Development and Living for Children and Their Families LO 2, 3 Unit 11: Diet and Nutrition for Children LO 1, 2, 3
Unit 16: Working With Children Under 3 Years	Unit 15: Working With Children Under Three years	<ul style="list-style-type: none"> Unit 1: Positive Relationships for Children's Care, Learning and Development LO 1, 2 Unit 2: Positive Environments for Children's Care, Learning and Development LO 3, 4 Unit 3: Promoting Children's Development LO 1, 2 Unit 7: Children's Learning Activities and Play LO 1, 2, 3, 4, 5, 6 Unit 10: Promoting Wellbeing and Resilience in Children LO 1, 2, 3 Unit 11: Diet and Nutrition for Children LO 1, 2 Unit 14: Psychological Perspectives on Children's Behaviour LO 1, 2, 3, 4, 5 Unit 35: The Development and Care of Babies and Children Under Three Years LO 1, 2, 3, 4

Unit in CPLD/EYE 2014	Unit in CPLD 2012	Units and Learning Outcomes in CCLD 2007 (Coverage of the stated Learning Outcomes may be full or partial in CPLD/EYE)
Unit 17: Working With Children in Home-based Care	Unit 16: Working With Children in Home-based Care	<ul style="list-style-type: none"> Unit 1: Positive Relationships for Children's Care, Learning and Development LO 1, 2, 3 Unit 2: Positive Environments for Children's Care, Learning and Development LO 1, 2, 3, 4 Unit 3: Promoting Children's Development LO 1, 2 Unit 5: Safeguarding Children LO 1, 2, 3, 4 Unit 6: Promoting Children's Rights LO 1, 2, 3 Unit 7: Children's Learning Activities and Play LO 1, 2, 3, 4, 5, 6 Unit 9: Promoting Healthy Development and Living for Children and Their Families LO 1, 2, 3 Unit 10: Promoting Wellbeing and Resilience in Children LO 1, 2, 3 Unit 11: Diet and Nutrition for Children LO 1, 2, 3 Unit 14: Psychological Perspectives on Children's Behaviour LO 2, 3, 4, 5
Unit 18: Managing a Home-based Childcare Business	Unit 17: Managing a Home-based Childcare Business	<ul style="list-style-type: none"> No match
Unit 19: Working With Children With Additional Needs	Unit 18: Working With Children With Additional Needs	<ul style="list-style-type: none"> Unit 7: Children's Learning Activities and Play LO 1, 2, 3, 4, 5, 6 Unit 12: Physical Activities for Children LO 3 Unit 27: Meeting Additional Requirements for Children's Care, Learning and Development LO 1, 2, 3
Unit 20: An Introduction to Playwork Principles	Unit 21: An Introduction to Playwork Principles	<ul style="list-style-type: none"> Unit 31: Introduction to Playwork LO 1, 2, 3, 4 Unit 32: The Playwork Environment LO 1, 2, 3, 4 Unit 33: Self-directed Play LO 1, 2, 3, 4
Unit 21: Supporting Children's Imaginative Play	Unit 24: Supporting Children's Imaginative Play	<ul style="list-style-type: none"> Unit 3: Promoting Children's Development LO 1, 2 Unit 7: Children's Learning Activities and Play LO 1, 2, 3, 4, 5, 6

Unit in CPLD/EYE 2014	Unit in CPLD 2012	Units and Learning Outcomes in CCLD 2007 (Coverage of the stated Learning Outcomes may be full or partial in CPLD/EYE)
Unit 22: Cooking Activities With Children	Unit 25: Cooking Activities With Children	<ul style="list-style-type: none"> Unit 3: Promoting Children's Development LO 1, 2 Unit 7: Children's Learning Activities and Play LO 1, 2, 3, 4, 5, 6
Unit 23: Supporting Children's Creativity	Unit 26: Supporting Children's Creativity	<ul style="list-style-type: none"> Unit 3: Promoting Children's Development LO 1, 2 Unit 7: Children's Learning Activities and Play LO 1, 2, 3, 4, 5, 6
Unit 24: Supporting the Development of English For Children With Another Home Language	Unit 27: Supporting the Development of English for Children with Another Home Language	<ul style="list-style-type: none"> Unit 1: Positive Relationships for Children's Care, Learning and Development LO 2 Unit 3: Promoting Children's Development LO 1, 2 Unit 7: Children's Learning Activities and Play LO 1, 2, 3, 4, 5, 6
Unit 25: Promoting Children's Development Outdoors	Unit 28: Promoting Children's Development Outdoors	<ul style="list-style-type: none"> Unit 3: Promoting Children's Development LO 1, 2 Unit 7: Children's Learning Activities and Play LO 1, 2, 3, 4, 5, 6 Unit 12: Physical Activities for Children LO 1, 2, 3
Unit 26: An Introduction to Working in a Montessori Setting	Unit 29: An Introduction to Working in a Montessori Setting	<ul style="list-style-type: none"> No match
Unit 27: An Introduction to Working in a Steiner Waldorf Setting	Unit 30: An Introduction to Working in a Steiner Waldorf Setting	<ul style="list-style-type: none"> No match
Unit 28: An Introduction to Work as a Community Nursery Nurse	Unit 31: An Introduction to Work as a Community Nursery Nurse	<ul style="list-style-type: none"> Unit 1: Positive Relationships for Children's Care, Learning and Development LO2 4 Unit 9: Promoting Healthy Development and Living for Children and their Families LO 1, 2, 3
Unit 29: Meeting the Needs of Children Who May Have An Autism Spectrum Disorder	Unit 32: Meeting the Needs of Children who May Have an Autism Spectrum Disorder	<ul style="list-style-type: none"> Unit 4: Reflecting on and Developing Practice for Children aged 0–8 LO 2, 3, 4 Unit 9: Promoting Healthy Development and Living for Children and Their Families LO 1, 2, 3 Unit 27: Meeting Additional Requirements for Children's Care, Learning and Development LO 1, 2, 3

Unit in CPLD/EYE 2014	Unit in CPLD 2012	Units and Learning Outcomes in CCLD 2007 (Coverage of the stated Learning Outcomes may be full or partial in CPLD/EYE)
Unit 30: Career Development in Early Years	Unit 33: Career Development in Early Years	<ul style="list-style-type: none"> • Unit 3: Promoting Children’s Development LO 1, 2, 5 • Unit 4: Reflecting on and Developing Practice for Children aged 0–8 LO 2, 3, 4, 5 • Unit 5: Safeguarding Children LO 1, 2, 3, 4 • Unit 7: Children’s Learning Activities and Play LO 1, 2, 3, 4, 5, 6 • Unit 17: Supporting Children’s Numeracy Skills LO 2, 3, 4 • Unit 18: Supporting Children’s Literacy Skills LO 2, 3, 4 • Unit 19: Supporting Children’s Information and Communication Technology Skills LO 3 • Unit 20: Design and Technology for the Early Years Practitioner LO 1 • Unit 38: Reflecting on Practice in the Children’s Care, Learning and Development Sector LO 1, 2, 3

Annexe II – Unit content mapping

The table below will help centres who are unfamiliar with CPLD to identify where information from specific units in CCLD 2007 can be found in the new qualifications.

Key: *p* = partial coverage

CCLD Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38		
CPLD 2014 Units																																								
1			p	p			p		p					p																					p					
2			p	p			p					p																								p				
3		p	p	p					p	p	p	p																								p				
4		p										p																								p				
5	p				p																																			
6	p	p	p	p														p																		p				
7	p		p	p						p				p																						p				
8					p	p																																		
9			p	p			p					p																									p			p
10			p				p										p	p	p																					
11	p			p																																			p	

ANNEXE II – UNIT CONTENT MAPPING

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CHILDREN'S PLAY, LEARNING
AND DEVELOPMENT

Delivery Guide

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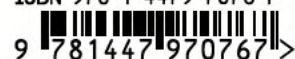
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