

SCDCCLD0309

Implement frameworks for early education through the development of curriculum planning



Overview

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

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Performance criteria

Develop curriculum plans according to requirements of work setting

You must be able to:

- P1 select relevant information from your **early years framework** documents on which to base curriculum planning
- P2 work with **others** to plan the sharing of new information about curriculum planning
- P3 work with others to use an **integrated approach** to develop plans that reflect different areas of the curriculum
- P4 develop plans that value diversity, are **inclusive** and show **anti-discriminatory practice**
- P5 ensure that plans reflect the ethos and values of the **work setting**
- P6 work in partnership with **families** to help plan children's learning and development
- P7 carry out sensitive observational assessments in order to plan to meet children's individual needs
- P8 work with the **child** to carry out a **child centred approach** to planning, based on your assessment of the child's learning and development
- P9 plan for every child to receive an enjoyable, challenging, learning and developmental experience, that recognises their individual needs
- P10 ensure that plans include free choice for the child
- P11 develop plans that balance adult-led and child initiated activities through both indoor and outdoor play
- P12 develop plans that use **ICT resources** in your setting to support learning and development
- P13 ensure your plans are flexible enough to adapt to different circumstances

Implement curriculum plans

You must be able to:

- P14 ensure that the **work setting** has adequate and appropriate resources available for the implementation of the curriculum plans
- P15 provide a stimulating, enjoyable and carefully planned learning environment, using indoor and outdoor spaces
- P16 facilitate adult-led and child initiated activities in both indoor and outdoor spaces for all aspects of the curriculum framework
- P17 use **everyday activities** to enhance learning
- P18 be sensitive to children's achievements and recognise when they are ready to move on
- P19 seek additional support if children are not progressing as expected
- P20 Keep accurate and coherent records about the implementation of

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curriculum plans in line with work setting requirements

Monitor the implementation of curriculum frameworks

You must be able to:

- P21 work with others to monitor and evaluate the implementation of curriculum frameworks in line with work setting requirements
- P22 evaluate the participation, learning and development of children in curriculum areas
- P23 adapt curriculum planning to meet the needs of children
- P24 provide feedback to families on the progress of their child in the curriculum areas
- P25 keep accurate and coherent records about the implementation of curriculum frameworks

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Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

You need to know and understand:

Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience

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and expertise

Theory for practice

You need to know and understand:

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

Communication

You need to know and understand:

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

Personal and professional development

You need to know and understand:

- K28 principles of reflective practice and why it is important

Health and Safety

You need to know and understand:

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

Safeguarding

You need to know and understand:

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

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You need to know and understand:

Handling information

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

You need to know and understand:

Specific to this NOS

- K38 the **transitions** that children and young people may go through
- K39 early education curriculum frameworks in your home country
- K40 requirements of the relevant inspectorates
- K41 sources of support in respect of planning and curriculum development, drawing on available best practice
- K42 the kinds of equipment, materials and activities that support the implementation of a learning curriculum, using play as a vehicle for delivery
- K43 effective use of ICT to support the curriculum
- K44 the importance and implications of a differentiated approach to the provision of learning experiences for children
- K45 the meaning of personalised learning and how this affects planning and implementation of the curriculum in your home country
- K46 the effects of low self-esteem and lack of confidence on learning
- K47 how to support and extend play opportunities to encourage learning
- K48 that children learn in different ways and have individual **learning styles** and preferences
- K49 specific issues for children's development and learning in multilingual or bilingual settings or where children are learning through an additional language

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Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Anti- discriminatory practice is taking positive action to counter discrimination: this will involve identifying and challenging discrimination and being positive in your practice about people's similarities and differences

Children or young people are the children and/or young people you support and care for in your work

A **child/young person centred approach** are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support

Early years framework is a framework that is discretionary or statutory, currently in use in your home country

Everyday activities may include physical contact, actions, games, rhymes, books, stories and songs

Families includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well being of babies, children or young people and people who may or may not have legal responsibility

ICT resources are a range of different activities, equipment and technological devices, such as programmable toys, telephones, videos, timers, keyboard, keypads, computers, digital cameras

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Inclusion/inclusive A process of identifying, understanding and breaking down barriers to participation and belonging

Integrated approach is pulling together different areas of learning into activities and experiences

Others are your colleagues and other professionals whose work contributes to the child or young person's well-being and who enable you to carry out your role

Work setting may be in someone's home, within an organisation's premises, in the premises of another organization, out in the community

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Scope/range relating to knowledge and understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Factors that may affect the health, wellbeing and development may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse

Learning styles are styles people prefer to use when learning and that help them to learn best, such as a focus on seeing, hearing or doing

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

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