

SCDCCLD0323

Use Information and Communication Technology to promote children's early learning



Overview

This standard identifies the requirements when promoting children's early learning through the use of Information and Communication Technology (ICT). It includes implementing a range of ICT activities into daily learning. It includes evaluation of the children's learning and abilities through the use of ICT. The ICT activities should be consistent with the Frameworks within each home nation.

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Performance criteria

You must be able to:

Plan to use ICT in support of children's early learning

- P1 plan to use ICT in your setting in ways that enhance but do not replace adult support and first-hand experiences
- P2 evaluate available **ICT resources**
- P3 consider how ICT resources can be integrated into your provision in order to support early learning
- P4 check that those involved are clear about their roles and responsibilities and confident in using ICT to promote learning
- P5 take opportunities to encourage children's learning about ICT
- P6 use ICT to support play and learning in other curriculum subjects in ways that are stimulating and enjoyable for children, according to their age, needs and abilities
- P7 work in partnership with families to support children's learning through ICT
- P8 plan to provide opportunities for families to participate in ICT provision

Implement ICT activities

You must be able to:

- P9 integrate ICT into daily activities, providing any required adult support
- P10 engage children in ICT activities by providing interesting and stimulating opportunities
- P11 allow children to work alone or in pairs or small groups if they wish when engaging in ICT activities
- P12 use ICT to support children's **imaginative play**
- P13 promote children's self confidence and self-esteem by the use of ICT
- P14 allow children time to explore and become familiar with ICT activities and equipment
- P15 encourage children to use ICT to solve problems, work collaboratively and find out new information
- P16 make sure that all the children in your setting have **equality of access** to ICT provision
- P17 encourage any children who may be reluctant to participate in ICT activities

Evaluate children's learning through ICT

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You must be able to:

- P18 develop a strategy for monitoring children's learning of new skills and knowledge through the use of ICT
- P19 develop a strategy for evaluating children's learning of new skills and knowledge through the use of ICT
- P20 develop a strategy for monitoring learning about ICT
- P21 develop a strategy for evaluating learning about ICT
- P22 monitor children's use of ICT noting how they use equipment and whether they are engaged and involved
- P23 ensure that the use of ICT supports other method of learning by allocating agreed timeframes alongside other learning activities

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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

You need to know and understand:

Theory for practice

- 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

You need to know and understand:

Communication

- 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

You need to know and understand:

Personal and professional development

- K28 principles of reflective practice and why it is important

You need to know and understand:

Health and Safety

- 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

You need to know and understand:

Safeguarding

- 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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Handling information

You need to know and understand:

- 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

Specific to this NOS

You need to know and understand:

- K38 the **transitions** that children and young people may go through
- K39 how high quality ICT provision promotes children's physical, creative, social and emotional and communication development alongside their thinking and learning
- K40 how to adapt use of ICT for children of different ages, gender, needs and abilities
- K41 how to make best use of ICT in bilingual or multilingual settings
- K42 in order to use some ICT equipment children will need to develop a range of skills e.g. fine motor skills to use keyboard and mouse, and will need time to explore the equipment before they are able to use it
- K43 how children use ICT as a tool to support learning in many curriculum areas and in doing this what they learn about ITC as a subject in its own right
- K44 how to involve families in ICT in ways that are sensitive to their prior knowledge and level of confidence
- K45 using screening devices to prevent access to unsuitable material via the internet
- K46 safety issues for children who access the internet
- K47 useful online and offline resources that support appropriate use of ICT
- K48 as ICT is a rapidly developing and changing area how you will keep up-to-date in order to ensure you provide the best service to children and families
- K49 ways of selecting good quality ICT resources that encourage positive learning for children by applying selection criteria e.g. allows the child to be in control, has more than one solution, not violent or stereotyped easy to use, **intuitive** and fun

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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.

Equality of access is ensuring that discriminatory barriers to access are removed and allowing for children's individual needs in terms of access to ICT e.g. taking action to ensure that girls participate equally with boys

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

Imaginative play includes drama, role play i.e. acting the role of another person either alone or in groups and acting out difficult scenarios. Imaginative play can take the place with or without adult support

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Scope/range related to knowledge and understanding

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

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

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

Intuitive Functions that are easily defined, not overly complex and often work in a single operation

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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Developed by Skills for Care & Development

Version number 1

Date approved March 2012

Indicative review date December 2014

Validity Current

Status Original

Originating organisation Skills for Care & Development

Original URN CCLD 323

Relevant occupations Childcare and Related Personal Services; Child Development and Well Being; Direct learning support; Education and training; Education Workers; Health, Public Services and Care; Public Service and Other Associate Professionals; Teachers; Working with Young Children

Suite Children's Care Learning and Development

Key words ICT, learning, education
