SCDCCLD0347
Promote the acquisition of a new language by children through immersion in an early years setting

Overview

This standard identifies the requirements when promoting the acquisition of a new or additional language within the context of a variety of childcare settings. It will enable you to promote working with children whose home language is different from the language of the setting. The standard requires you to recognise your contribution to language immersion, contribute to a positive learning environment. It also relates to the inclusion of families in the child's progress, supporting assessment and planning and working with children through activities to develop language learning skills. Finally it requires you to contribute to the monitoring and evaluation of children's progress in language learning and of the environment in promoting language learning.

This standard relates to total immersion in a new language and is not designed to cover partial immersion where a new or additional language is taught as part of a curriculum.

SCDCCLD0347
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Performance criteria

Reflect on your contribution to language immersion when working with children

You must be able to:

P1. support the promotion of the setting as a **language immersion** setting

P2. reflect on your role in creating a culture of language immersion

P3. compare the difference in methodologies between working with an immersion language and working with a **shared language**

P4. reflect on your own use of the spoken immersion language within the

P5. setting and any difficulties which may arise in communicating with children

P6. evaluate the accuracy of your **written work** in communicating with children

P7. make a case for when the use of specialist support in order to communicate with families and children may be necessary

Work with families and others to assess the needs of the child involved in immersion into another language

You must be able to:

P8. work with families and **others** to assess the **holistic needs** of the child or young person including the acquisition of a new language

P9. work with others to define the baseline at which each child operates linguistically

P10. differentiate between the challenges for the child of acquiring a new language and **other challenges**

P11. communicate with families, using **specialist support** if required

P12. actively support families' involvement in the child's language learning experiences

P13. ensure that families understand the process that their child is likely to follow in acquiring a new language through immersion

P14. provide families with **information** about resources and organisations able to provide additional support for language immersion

P15. encourage families to express any concerns or worries about their child and their progress

P16. show children and families that their cultural identity and right to use their language of choice is recognised and valued

P17. accurately record the information provided by families in accordance with legal requirements and **agreed ways of working**

SCDCCLD0347
Promote the acquisition of a new language by children through immersion in an early years setting

Plan activities that will enable children to learn a new language

You must be able to:

P18. reflect on the stages that children will go through when acquiring a new language

P19. analyse how children develop and use language learning strategies and how you can support them

P20. evaluate the effectiveness of activities and resources that assist with language learning

P21. plan the integration of language immersion activities into curriculum activities

P22. review the goals of the plan in terms of language acquisition and curriculum learning

P23. ensure that the plan allows for unplanned and spontaneous learning opportunities

You must be able to:

Promote language learning within a children's setting

P24. use verbal and non-verbal communication to reassure and welcome children coming into the setting

P25. use the immersion language clearly and accurately in visible interactions with colleagues within the setting

P26. communicate using the immersion language with the child according to their stage of development and abilities

P27. support children in moving through the stages of language acquisition at their own pace

P28. amend the expectation regarding moving through the stages of language acquisition for children with special needs or requirements

P29. ensure that you and others are able to deliver emergency instructions and comfort in a child's **home language** and seek support to do so if necessary

P30. model clear and accurate pronunciation of the immersion language in your own speech

P31. use activities and experiences to support language acquisition in line with relevant frameworks and for early years provision

P32. use activities and identify opportunities to promote **oracy**

P33. introduce activities and opportunities to promote **literacy** in line with the child's stage of development

P34. provide activities where children have opportunities to use the immersion language with other children

P35. encourage children to develop and use language learning strategies

P36. develop individual activities where children are able to experiment with sounds and language

P37. encourage children to begin to use the immersion language with

others both within and outside the setting

P38.	praise and encourage children by responding positively to their progress

Monitor and evaluate the service you are providing to ensure that the needs of children and families are met

P39.	work with others to identify ways of measuring and recording each child's progress in acquiring the immersion language taking stages of development and abilities into consideration

P40.	observe and measure the progress of individual children against previous assessment points

P41.	make changes to the child's plan in consultation with others

P42.	update families about their children's progress

P43.	seek agreement to share **information** with others where necessary

P44.	maintain an accurate and confidential record of the child's progress in acquiring the immersion language

P45.	reflect on and evaluate your own interactions and contribution to children's language development

P46.	work with others to review and evaluate the effectiveness of the environment of your setting in promoting language acquisition through immersion

SCDCCLD0347
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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

Your practice

You need to know and understand:

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

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

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

Specific to this NOS

K38. the **transitions** that children and young people may go through

K39. the importance of fluency in your own use of the immersion language

K40. the importance of accuracy in the written language

K41. why it is important that information is provided so that it can be understood by everyone

K42. the reasons why it may be important to communicate with a child in the home language in exceptional circumstances

K43. an outline of the principles and techniques of language immersion in the context of an early years setting

K44. the importance of understanding children's individual circumstances in terms of linguistic background, social background, additional needs

K45. the importance of a child's home language and how it affects learning another language

K46. the stages that children will go through when acquiring a new language and use language learning strategies and how you can support them

K47. the key terms and techniques of language acquisition in an immersion setting

K48. why it is important to involve families in the child's acquisition of language if possible

K49. the meaning of the silent phase and how to respond

K50. why group activities are important for children when acquiring a new language and how to support them

K51. the reasons for using the immersion language at all times and why it is important to pronounce and use it clearly and accurately

K52. the importance of a welcoming and friendly environment and how to promote this

K53. the value of displays and visual activity in the language learning environment

K54. the importance of different types of activities such as individual play, group games, speaking activities, drawing activities, singing and

rhymes and how to use them for language learning

K55. the Early Years policy for language acquisition for the UK country in which you work

SCDCCLD0347
Promote the acquisition of a new language by children through immersion in an early years setting

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.

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.

Agreed ways of working are policies and procedures originating from legislation and from employers

Holistic Needs can include speech, language, communication, cognitive, behavioural, physical, mental health and developmental needs

Home language is the language spoken at home and within the child's family

Information may be any form of communication from and about individuals, babies, children, young people and key people, and other people and organisations.

Language immersion A method of language acquisition that involves being in a learning environment where all communication, including learning activities, is undertaken through the medium of the immersion language

Literacy is the ability to read and write

Oracy is the ability to speak fluently

Other challenges may include physical or learning disabilities, speech and language development delay and behavioural needs

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

Shared language is a language which is the single language shared by children, learners and teachers.

Specialist support can include use of translator or interpreter

Written Work can include posted alphabets, name labels, item labels, pictures with labels, all parts of the room can have labels e.g. door, window, table etc. Every opportunity should be taken to demonstrate the printed name of objects

SCDCCLD0347
Promote the acquisition of a new language by children through immersion in an early years setting

Scope/range related to knowledge and understanding	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.

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

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

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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