Lead curriculum provision of early education for children



Overview

This standard identifies the requirements when you lead a provision that offers early education. It requires you to lead in planning of the curriculum. It also requires you to model good practice in providing a high quality early education for children and their families. It requires you to ensure that there are adequate resources for curriculum delivery and assessment. It includes the evaluation of the effectiveness of the setting or service and determining strategies for improvement.

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Performance criteria

Lead in the planning of activities, resources and programmes within the setting

You must be able to:

- P1 lead in the planning of the **curriculum for early learning**, ensuring a flexible approach that meets the needs of all **children** in the **work setting**
- P2 support **others** to develop curriculum plans that meet the requirements of **early years frameworks** and the learning and development needs of children
- P3 support others to identify the resources required to implement curriculum plans
- P4 ensure that there are adequate resources available to implement curriculum plans
- P5 facilitate the involvement of children and **families** in curriculum planning
- P6 facilitate effective pedagogical approaches to promote learning and accommodate different paces of learning
- ensure appropriate **differentiation of the curriculum** to meet the needs of all children, for a personalised approach to learning

Support the implementation of the curriculum

You must be able to:

- P8 lead in the delivery of the curriculum for early learning, ensuring a flexible approach that meets the needs of all children in the work setting
- P9 implement plans that meet national and local guidance and regulatory requirements
- P10 provide guidance and support to those delivering the curriculum
- P11 model good practice in delivering the curriculum by hands-on work with children and families
- P12 facilitate the implementation of the planning cycle to include review, evaluation and continuous improvement
- P13 ensure equality of access for children and families
- P14 support others in organising routines, activities and experiences for children
- P15 support others to organise space, materials and equipment for children
- P16 facilitate the identification of children requiring additional support
- P17 facilitate the organisation of additional support and resources
- P18 lead the assessment of the involvement of children in activities across the curriculum and whether they are engaged in purposeful play and activity

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- P19 lead the assessment of the organisation of space and the educational value of displays and other equipment
- P20 lead the assessment of the use of ICT to support learning
- P21 ensure that records for curriculum plans are completed accurately and coherently according to work setting requirements

Work with colleagues to monitor and evaluate educational provision

You must be able to:

- P22 work with others to develop systems and procedures to monitor and evaluate the curriculum for children's learning
- P23 lead in monitoring and evaluating the provision for children's learning and development in the curriculum areas
- P24 review the curriculum on a regular basis, to include **quality assurance** and risk assessment
- P25 ensure the recording of children's progress
- P26 support the facilitation of the participation of children and families in the evaluation of the curriculum, as appropriate to the children's age, needs and abilities
- P27 identify with others areas for improvement
- P28 encourage reflective practice by modelling reflective skills
- P29 use research-based **evidence** for developing procedures and practices within the **provision**
- P30 evaluate the curriculum offered, in terms of its suitability, personalisation and appropriate differentiation to meet the needs of all children
- P31 evaluate the plans, programmes and routines within the provision, in terms of providing a balanced and relevant curriculum

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Knowledge and understanding

Rights

You need to know and understand:

- 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
- K6 conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them

Your practice

You need to know and understand:

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

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- K18 how to work in partnership with children and young people, key people and others
- K19 how to manage ethical conflicts and dilemmas in your work

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- K20 how to challenge poor practice
- K21 how and when to seek support in situations beyond your experience and expertise

Theory for practice

You need to know and understand:

- K22 the nature and impact of **factors that may affect the health**, **wellbeing and development** of children and young people you care for or support
- K23 factors that promote positive health and wellbeing of children and young people
- K24 theories underpinning our understanding of child development and learning, and factors that affect it
- K25 theories about attachment and its impact on children and young people

Communication

You need to know and understand:

- K26 factors that can affect communication and language skills and their development in children and young people
- K27 methods to promote effective communication and enable children and young people to communicate 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
- K29 your role in developing the professional knowledge and practice of others
- K30 how to use and promote evidence based practice

Health and Safety

You need to know and understand:

- K31 legal and statutory requirements for health and safety
- K32 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K33 practices for the prevention and control of infection

Safeguarding

You need to know and understand:

- K34 legislation and national policy relating to the safe-guarding and protection of children and young people
- K35 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K36 indicators of potential harm or abuse

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K37 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
K38 what to do if you have reported concerns but no action is taken to

address them

K39 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

Handling information

You need to know and understand:

- K40 legal requirements, policies and procedures for the security and confidentiality of information
- K41 legal and work setting requirements for recording information and producing reports
- K42 principles of confidentiality and when to pass on otherwise confidential information
- K43 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K44 how and where ICT can and should be used for communicating, recording and reporting

Multi-disciplinary working

You need to know and understand:

- K45 the purpose of working with other professionals and agencies
- K46 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

Leading practice

You need to know and understand:

- K47 theories about leadership
- K48 standards of practice, service standards and guidance relating to the work setting
- K49 national and local initiatives to promote the well-being of children and young people
- K50 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
- K51 methods of supporting others to work with and support children and young people, key people and others
- K52 how to contribute to the development of systems, practices, policies and procedures
- K53 techniques for problem solving and innovative thinking

Risk management

You need to know and understand:

K54 principles of risk assessment and risk management

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K55 principles of positive risk-taking

Specific to this NOS

You need to know and understand:

K56	the transitions that children and young people may go through
K57	the requirement for valid and reliable data when making
	assessments of children's development: what this means, and how
	it can be implemented
K58	the requirements of current curriculum frameworks that operate in
	your setting
K59	your work setting's processes and procedures for observing,
. 100	assessing and recording
K60	how your settings processes and procedures link to external or
1100	curriculum frameworks
K61	the circumstances and rationale for the use of formative and
IXO I	summative assessments within your setting or service
K62	, , , , , , , , , , , , , , , , , , ,
NO2	relevant theory and research into the influences on children's
	communication development and how this research may influence
1400	practice
K63	the expected pattern of communication development of children
140.4	with whom you work
K64	the importance of early intervention and how this can be set in
	motion within the context of your work
K65	the role of others with whom you work in particular, speech and
	language therapists and others involved in communication,
	language and literacy
K66	specific issues relating to children learning through an additional
	language
K67	the developmental nature of childhood and the holistic, integrated
	nature of development
K68	the significance of children's communication, language and literacy
	in underpinning their learning and development
K69	methods to support literacy
K70	how to incorporate communication, language and literacy
	development into areas of play, imagination and learning in ways
	that are meaningful and enjoyable for children
K71	different types of verbal and non-verbal communication that may be
	used, including strategies for children requiring additional support to
	communicate
K72	the types of resources, equipment, activities and experiences that
	are most productive in the development of communication, including
	ICT

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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.

Children are those with whom you are working, except where otherwise stated

Curriculum for early learning This can apply to formal curriculum frameworks or less formal opportunities that take place in practice with children who are not participating in early education

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

Differentiated curriculum is a curriculum that is responsive to the learner's needs i.e. not presenting the same curriculum to everyone

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

Evidence may be based on research; knowledge; quantitative data; qualitative data; facts (times, dates, age, information about conditions etc). Your own opinion should be informed by practice and knowledge and should not go beyond your competence

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 who may or may not have legal responsibility **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

Provision is the setting or service where education takes place **Quality assurance** Based on best practice (in addition to minimum standards)

The **work setting** may be in someone's home, within an organisation's premises, in the premises of another organisation, out in the community

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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

Formative assessment is an initial and on-going assessment

Summative assessment is an assessment that summarises findings

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

Valid and reliable data are data that has solid foundation and justification and that is accurate

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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