

SCDCCLD0408

Lead the physical, cognitive, emotional and social development of children



Overview

This standard identifies the requirements when leading the physical, cognitive, emotional and social development of children in partnership with the child, their family, key people and others. This includes how you facilitate the assessment and support of children's physical, cognitive, social and emotional development. It also includes how you would facilitate children's development through effective collection of data, monitoring and evaluation of provision.

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Performance criteria

Facilitate the assessment and support of children's physical, cognitive, social and emotional development

You must be able to:

- P1 identify relevant assessment and **curriculum frameworks** requirements
- P2 use observation and feedback from **others** to support **children's physical, cognitive, social and emotional development**
- P3 promote the **active participation** of children, their **family** and **key people** when undertaking assessments
- P4 promote a **child centred approach** in the assessment and support of children's physical, cognitive, social and emotional development
- P5 consider the children's level of maturation and prior experiences when assessing development
- P6 facilitate the development of programmes and activities to support the children's physical, cognitive, social and emotional development.
- P7 consider the age, preferences and needs of children when facilitating the development of programmes and activities
- P8 consider the requirements of the relevant curriculum and assessment frameworks when facilitating the development of programmes and activities
- P9 facilitate the development of programmes and activities to support children's positive behaviour

Facilitate children's development through effective collection of data, monitoring and evaluation of provision

You must be able to:

- P10 inform your evaluation through the identification and support of relevant curriculum and assessment frameworks
- P11 use **formative and summative assessments** when assessing children
- P12 monitor, evaluate and report on the progress of the child's physical, cognitive, social and emotional development through the Identification and collection of relevant data
- P13 promote the active participation of the child, their family and key people when collecting information
- P14 promote the active participation of the child, their family and key people during the monitoring and evaluation of provision
- P15 ensure that others are consulted, and feedback obtained to inform evaluation of provision
- P16 support the identification and prompt referral of concerns to the

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appropriate agency or professional
P17 use accepted methods and opportunities to reflect on practice

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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
- 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
- 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

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- K36 indicators of potential harm or abuse
- 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

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You need to know and understand:

- K54 principles of risk assessment and risk management
- 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 how to involve the child and the family in observations and assessments to acquire background information
- K59 the requirements of current curriculum frameworks that operate in your area of work
- K60 the information and resources required, when planning and implementing plans and provision
- K61 your setting's processes and procedures for observing, assessing and recording
- K62 the use of formative and summative assessments within your setting or service
- K63 relevant research into the influences on how children develop and learn and how research may influence practice
- K64 principles of supporting positive behaviour in children, based on theoretical perspectives
- K65 preferred formats for recording information and rationale for their use
- K66 theoretical perspectives on children as learners and **learning styles**
- K67 role and purpose of play in how children develop and learn
- K68 the role of children's play in supporting physical, cognitive, emotional and social development and how play may be integrated into provision
- K69 methods and activities to support physical development in children
- K70 methods and activities to support cognitive development in children
- K71 methods and activities to support personal, social and emotional development in children
- K72 the need to consider that development depends on the child's level of maturation and prior experiences and why expectations should be realistic and take these into account
- K73 the importance of not overprotecting children and allowing them to develop and assess risk for themselves
- K74 policies, procedures, lines of reporting and accountability, and referral systems that are used in your setting and local area
- K75 materials and resources to support children's physical, cognitive, emotional and social development

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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.

Active participation is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible

Child centred approaches 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

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

Curriculum frameworks are the standards and guidance that set out the expectations and requirements for learning and development for pre-school, school age children and young people

Physical, cognitive, social and emotional development – the ability of the child to feel and demonstrate an increasing variety of emotions in an appropriate manner

cognitive – the growing ability of the child to develop thought, reasoning, concepts, concentration and attention

physical - development of large and small muscles, co-ordination, balance, locomotion and spatial awareness

social – the ability of the child to increasingly relate appropriately to others and to society in general

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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

Formative assessment is an initial and on-going assessment

Key people are those who are important to a child or young person and who can make a difference to his or her well-being. Key people may include parents, family, friends, carers and others with whom the child or young person has a supportive relationship

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

Summative assessment is an assessment that summarises findings

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

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

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

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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

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