

Introduction**What is this unit about?**

This unit includes the observation and assessment of children and young people's development and planning to promote development. It is a unit that requires knowledge and understanding of children's development from 0 to 16 years and the ability to demonstrate competence with the children you are working with. The unit covers observing children, recording observational findings, assessing development and planning to promote development.

Who is this unit for?

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. The unit is suitable for you if you have supervisory responsibilities or if you work unsupervised.

Principles and values

You must work within the principles and values of the sector in order to achieve this unit.

Content of unit

The elements are:

1. Observe development
2. Assess development and reflect upon implications for practice
3. Plan provision to promote development
4. Implement and evaluate plans to promote development

Place in the NVQ/SVQ framework

This is a mandatory unit in the level 3 NVQ/SVQ for Children's Care, Learning and Development.

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills	Core Skills
Communication: 2.1a, 3.1a, 3.3	Communication: Intermediate 2
Improving Own Learning and Performance: 3.1, 3.2, 3.3	Working with Others: Intermediate 2
Working with others: 3.1, 3.2, 3.3	Problem Solving: Intermediate 2
Problem Solving: 3.1, 3.2, 3.3	Application of Number: Intermediate 1
Application of Number: 2.1, 2.2, 2.3,	Information and Communication Technology: Intermediate 1
Information and Communication Technology: 2.1, 2.2, 2.3	

What we mean by some of the words used in this unit	
Children	Children with whom you work, except where otherwise stated.
Communication	Verbal and non-verbal, speaking, listening, reading, writing
Creative play/creativity	This is where children develop and communicate their own ideas, using art, design and technology, making things, music, dance and movement, imaginative play. Children can express their creativity in every area of learning
Development	Children gaining skills and competence
Developmental needs	What children require to move forward in their development
Emotional responses	Children's expressions of feelings
Families	Including parents (fathers and mothers) and carers, extended and chosen families who contribute significantly to the well-being of individual children and who may or may not have legal responsibility
Formative assessment	Initial and on-going assessment
Inclusion	A process of identifying, understanding and breaking down barriers to participation and belonging
Learning	Children obtaining new knowledge and understanding about something or acquiring a new skill or changing behaviour as a result of experience
Mental health	The strength and well-being of our minds
Pattern of development	The sequence of development, what development you would expect to see and the rate of development
Rate of development	Timeframe in which development takes place
Sequence of development	Order in which development occurs
Stereotyping	Making judgments based on unfair views that you already hold, rather than looking at the individual
Summative assessment	Assessment that summarises findings

CCLD 303**Promote children's development**

	The National Standard	
<u>Element CCLD 303.1</u>	<u>Observe development</u>	
Performance criteria		
This is the national standard which you must meet:		
<ol style="list-style-type: none"> 1. Identify the reasons for observing and assessing development 2. Select appropriate techniques of observation and types of recording format 3. Obtain necessary permissions to observe children from the appropriate adults 4. Discuss the observation with the children to be observed and respond appropriately to their views, according to their age, needs and abilities 5. Minimise distractions and observe children without intruding or causing unnecessary stress 6. Use appropriate techniques to observe children, covering all required aspects of their development and their behaviour 7. Maintain confidentiality, according to setting procedures. 8. Implement data protection procedures 		

	The National Standard	
<u>Element CCLD 303.2</u>	<u>Assess development and reflect upon implications for practice</u>	
Performance criteria		
This is the national standard which you must meet:		
<ol style="list-style-type: none"> 1. Undertake formative and summative assessments 2. Make sure that your assessments are based on observational findings and other reliable information 3. Use information from colleagues, families, children and other appropriate adults to inform your assessments 4. Record your assessments, maintaining confidentiality as appropriate to the procedures of the setting 5. Share your findings with children and family members, as appropriate 6. Refer concerns about children to relevant external agencies when required 7. Reflect upon your assessments of children's development and identify implications for practice 		

CCLD 303

Promote children's development

The National Standard

Element CCLD 303.3

Plan provision to promote development

Performance criteria

This is the national standard which you must meet:

1. Plan provision for individual children, based on your assessment of their developmental progress and your reflection on practice
2. Regularly review and update plans for individual children
3. Ensure plans balance the needs of individual children and the group in settings where this is appropriate

The National Standard

Element CCLD 303.4

Implement and evaluate plans to promote development

Performance criteria

This is the national standard which you must meet:

1. Implement plans flexibly and evaluate their effectiveness in promoting development
2. Evaluate the implementation of plans
3. Evaluate the outcomes of planning for individuals and groups, in settings where this is appropriate
4. Regularly review practice in terms of positive developmental outcomes for children

What you must know and understand

To be competent in this unit, you must know and understand the following:

K3M202	The need for confidentiality and care when dealing with sensitive information about children and families. Security and data protection arrangements for storing and retrieving information in your setting
K3D203	The importance of involving children and families as partners in observation and assessment and testing out findings with colleagues, families and other agencies
K3D204	Safeguards that need to be in place when assessing children and the need for objectivity
K3D205	The importance of having high expectations of children, based on realistic expectations of what they can achieve
K3D206	Techniques of observation that are appropriate for different purposes
K3D207	Your setting's processes and procedures for observing, assessing and recording: when and how these link to external requirements or 'baselines' or curriculum frameworks followed in your home country
K3D208	The difference between formative and summative assessment, the use of profiling and different forms of assessment used in your setting
K3D209	The influences ⁱ on how children develop and what these might mean in the context of the children you are working with
K3D210	How current theories of play can inform practice
K3M211	Appropriate agencies for referral of children when you have concerns about development
K3D212	The importance of recognising that children's development is holistic, even though for convenience it is divided into different interconnected areas, and how this affects practice
K3D213	There are competing theories of how children develop and how current theoretical views influence practice
K3D214	That children develop at widely different rates, but in broadly the same sequence ⁱⁱ
K3D215	Recognition that development depends on the child's level of maturation and their prior experiences and that adult expectations should be realistic and take this into account
K3D216	How a detailed knowledge of children and young people's development helps you recognise when they might need additional support, when and where you will need to refer your concerns to parents or other agencies or professionals
K3D217	Detailed knowledge and understanding about children and young people's expected patterns of development. The pattern of development includes the expected order or sequence in which development takes place, the development you would expect to see and the usual rate of development. You must know and understand: Physical development Communication, intellectual development and learning Social, emotional and behavioural development In each of the age groups: · Birth-3 years · 3-7 years · 7-12 years · 12-16 years

Select ONE of the following four age ranges that covers the age range you currently work with and provide knowledge evidence for the points listed

K3D218

How to promote children's development from Birth to 3 years, how and why you:

1. Provide a safe, secure and encouraging environment in partnership with families
2. Adapt your practice and support all the children in your care, including those with disabilities and special educational needs
3. Adapt the environment and activities so that all children can take part equally and, where necessary, provide alternative activities
4. Provide a framework to support inclusion and anti-discriminatory practice to meet individual needs
5. Develop close, intimate and consistent relationships with the child, including appropriate physical contact and the importance of this for children's mental health
6. Support emotional well-being and intelligence
7. Encourage independence, moving from a base of secure close relationships
8. Provide an environment that is baby and child friendly and encourages play, exploration and problem solving
9. Encourage babies and young children to make choices, express individual preferences and become aware of others
10. Be realistic, positive, consistent and supportive in your responses to children's behaviour
11. Sensitively support toilet training
12. Encourage sensory learning through the provision of appropriate sensory experiences
13. Encourage babies to learn and develop from birth through practising skills and repeating activities
14. Encourage creativity from the earliest age
15. Play with and alongside babies and children to encourage and support, encouraging their creativity from the earliest age
16. Use everyday routines and culturally and developmentally appropriate activities, materials and first-hand experiences to support learning and intellectual development
17. Identify and support children's early literacy and numeracy e.g. counting, mark making, interest in environmental print, using mathematical language
18. Restrict exposure to TV and video and provide a balance of quiet and noisier periods
19. Support children's communication as they move from listening/watching through to talking, reading and writing
20. Use a range of verbal and non-verbal communication strategies such as talking, listening, making eye contact, persona dolls, singing, rhymes, and stories
21. Adapt strategies for children where English or Welsh is not the home language or where there are communication difficulties
22. Support children's early communication in bilingual or multilingual settings
23. Meet physical needs including nutrition and healthy eating
24. Encourage development of gross and fine motor skills, through the provision of appropriate activities and equipment
25. Provide a safe environment that encourages children's to develop physical skills and confidence in movement

K3D219

How to promote children's development from 3-7 years, how and why you:

1. Provide a safe, secure and encouraging environment in partnership with families
2. Adapt your practice and support all the children in your care, including those with disabilities and special educational needs
3. Adapt the environment and activities so that all children can take part equally and, where necessary, provide alternative activities
4. Provide a framework to support inclusion and anti-discriminatory practice, meeting individual and group needs
5. Develop positive and consistent relationships
6. Support emotional well-being and intelligence
7. Encourage independence and self-care, but provide close, consistent and reliable relationships, enabling the growth of self-esteem and resilience
8. Be realistic, consistent and supportive in your responses to children's behaviour
9. Provide opportunities for children to assess and take risks and face challenges
10. Provide an environment that is child friendly and encourages play, exploration and problem solving
11. Use culturally and developmentally appropriate activities, materials and first-hand experiences to support learning and development
12. Support literacy, e.g. mark making, writing, recognition of environmental print, use of books and stories, according to the child's age, needs and abilities
13. Use a range of verbal and non-verbal communication strategies, such as talking, listening, making eye contact, persona dolls, singing, rhymes, and stories, circle time
14. Adapt strategies for children with communication difficulties or where English or Welsh is not the home language
15. Support children's communication in bilingual or multilingual settings
16. Support mathematical development through use of maths language, counting, sorting, matching, using maths in the environment, according to the child's age, needs and abilities
17. Support play, creativity and learning activities
18. Meet physical needs, including nutrition and healthy eating
19. Encourage development of gross and fine motor skills through the provision of appropriate activities and equipment
20. Provide a safe environment that encourages children to develop physical skills and confidence in movement

K3D220

How to promote children's development from 7-12 years, how and why you:

1. Provide a safe, secure and encouraging environment
2. Adapt your practice and support all the children in your care, including those with disabilities and special educational needs
3. Adapt the environment and activities so that all children can take part equally and, where necessary, provide alternative activities
4. Provide a framework to support inclusion and anti-discriminatory practice to meet individual needs
5. Support emotional well being and the development of emotional intelligence.
6. Give meaningful praise and encouragement and encourage self-esteem, confidence and resilience
7. Provide opportunities for children to assess and take risks and face challenges,

according to their age, needs and abilities, including assessing risk to themselves and others from their own behaviour and choices

8. Support children's development and learning by providing opportunities for exploration and diverse experiences (physical, intellectual, emotional and social)
9. Support creativity and creative activities
10. Encourage a wide range of communication strategies, including use of books, ICT
11. Support information handling
12. Adapt strategies for children with communication difficulties or where English or Welsh is not the home language
13. Answer questions with sensitivity, encouraging independence and being available in a supportive role
14. Provide a safe environment that encourages all children to develop physical skills and confidence in movement
15. Encourage healthy lifestyles, including healthy eating and exercise
16. Talk honestly and raise awareness of issues in line with children's questions and concerns

K3D221

How to promote young people's development from 12 to 16 years how and why you

1. Provide an encouraging, safe and emotionally secure environment that recognises approaching adulthood
2. Adapt your practice to support all the young people you work with, including those with disabilities and special educational needs
3. Adapt the environment and activities so that all young people can take part equally and, where necessary, provide alternative activities
4. Provide a framework to support inclusion and anti-discriminatory practice to meet individual needs
5. Support emotional well-being and intelligence
6. Encourage creativity and young people's ability to construct creative solutions to problems and issues
7. Provide opportunities for young people to assess and take risks and face challenges, according to their age, needs and abilities, including assessing risk to themselves and others from their own behaviour and choices
8. Give meaningful praise and encouragement and encourage self-esteem, confidence and resilience
9. Encourage choices and positive decision-making
10. Encourage a wide range of communication strategies
11. Support information handling and assessing the value of information
12. Answer questions with sensitivity and be available in a supportive role
13. Provide information about healthy lifestyles, according to accepted guidelines and why this information is most useful if requested by young people themselves
14. Provide information about the health and welfare issues arising from smoking, illegal drug abuse, sexually transmitted diseases, unwanted pregnancies and why this information is most useful if requested by young people themselves
15. Provide information and support as young people make career, education and training choices, being aware that some will require basic skills support
16. Talk honestly and raise awareness of issues, in line with questions and concerns from young people
17. Recognise and acknowledge children's particular needs as they go through puberty and adolescence and become adults

K3T1111

Support children through transitions in their lives e.g.

1. Children aged 0-3 years as they make transitions from home to daycare, room to room within a setting
2. Children aged 3-7 years as they move between different settings
3. Children aged 7-12 years through transitions such as moving to a new school
4. Young people aged 12-16 years, transitions including preparing to leave school or move from home

ⁱ Examples might be:

- Health status: physical and mental health
- Genetic inheritance
-
- Gender
- Social, cultural, environmental, financial and family background and circumstances
- Disability and sensory impairments
- Play opportunities and environment
- Discrimination

ⁱⁱ General sequence is:

- Moving from simple to complex actions
- From head to toe (developmental progresses downwards)
- From inner to outer (actions near the body to more complex ones further from the body) e.g. co-ordinating their arms: using gross motor skills before developing fine motor skills to use their fingers
- From general responses to those that are more specific e.g. a baby showing pleasure using its whole body, to an older child using appropriate words and gestures