

**Introduction****What is this unit about?**

This unit is about using Information and Communication Technology (ICT) to promote children's learning. It includes the use of a range of ICT equipment, including computers, in settings where children are involved in early learning. The unit relates mainly to work with young children involved in early education, according to the requirements within the home country concerned, but could be used in other circumstances with any child in the early stages of learning.

**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. This unit is suitable for you if you have supervisory responsibilities or work unsupervised promoting children's early learning in ICT.

**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. Plan to use ICT in support of children's early learning
2. Implement ICT activities
3. Evaluate children's learning through ICT

**Place in the NVQ/SVQ framework**

This unit is a group 2 option unit in the Level 3 NVQ/SVQ in Children's Care, Learning and Development.

**Links to Key and Core Skills**

This unit may provide evidence for the following:

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

<b>What we mean by some of the words used in this unit</b>	
<b>Children</b>	The children with whom you are working, unless otherwise stated
<b>Equality of access</b>	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
<b>First-hand experiences</b>	Hands-on experience with real objects
<b>ICT resources</b>	Range of different activities, equipment and technological devices, such as programmable toys, telephones, videos, timers, keyboard, keypads, computers, digital cameras
<b>Imaginative play</b>	Pretending, acting the role of another person, either alone or in groups, acting out difficult scenarios
<b>Intuitive</b>	Functions are easily defined, not overly complex and often work in a single operation e.g. drag and drop

**The National Standard**

**Element CCLD 323.1    Plan to use ICT in support of children's early learning**

**Performance criteria**

This is the national standard which you must meet:

1. Plan to use ICT in your setting in ways that enhance and do not replace adult support and first-hand experiences
2. Explore and evaluate available ICT resources and consider how these can be integrated into your provision in order to support early learning
3. Check that those involved are clear about their roles and responsibilities and confident in using ICT to promote learning
4. Take opportunities to encourage children's learning about ICT
5. 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
6. Work in partnership with families to support children's learning through ICT
7. Plan to provide opportunities for families to participate in ICT provision

**CCLD 323****Use Information and Communication Technology to support children's early learning**

<b><u>The National Standard</u></b>	
<b><u>Element CCLD 323.2</u></b>	<b><u>Implement ICT activities</u></b>
<b>Performance criteria</b>	
This is the national standard which you must meet:	
<ol style="list-style-type: none"> <li>1. Integrate ICT into daily activities, providing required adult support</li> <li>2. Engage children in ICT activities by providing interesting and stimulating opportunities and allowing them to work alone or in pairs or small groups if they wish</li> <li>3. Use ICT to support children's imaginative play</li> <li>4. Support children's self confidence and self-esteem by the use of ICT</li> <li>5. Allow children time to explore and become familiar with ICT activities and equipment</li> <li>6. Encourage children to use ICT to solve problems, work collaboratively and find out new information</li> <li>7. Make sure that all the children in your setting have equality of access to ICT provision, encouraging those who may be reluctant to participate</li> </ol>	

<b><u>The National Standard</u></b>	
<b><u>Element CCLD 323.3</u></b>	<b><u>Evaluate children's learning through ICT</u></b>
<b>Performance criteria</b>	
This is the national standard which you must meet:	
<ol style="list-style-type: none"> <li>1. Develop a strategy for monitoring and evaluating children's learning of new skills and knowledge through the use of ICT</li> <li>2. Develop a strategy for monitoring and evaluating learning about ICT itself</li> <li>3. Observe and monitor children's use of ICT noting how they use equipment and whether they are engaged and involved</li> <li>4. Ensure a balanced and effective approach to the use of ICT within your setting by reflecting on and taking steps to improve practice in this area</li> </ol>	

**What you must know and understand**

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

<b>K3D570</b>	How good quality ICT provision promotes children's physical, creative, social and emotional and communication development alongside their thinking and learning
<b>K3D571</b>	How to adapt use of ICT for children of different ages, gender, needs and abilities

<b>K3C572</b>	How to make best use of ICT in bilingual or multilingual settings
<b>K3D573</b>	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
<b>K3D574</b>	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.
<b>K3D575</b>	How to involve families in ICT in ways that are sensitive to their prior knowledge and level of confidence
<b>K3S576</b>	Using screening devices to prevent access to unsuitable material via the internet
<b>K3S577</b>	Safety issues for children who access the internet
<b>K3P578</b>	Useful online and offline resources that support appropriate use of ICT
<b>K3P579</b>	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
<b>K3D580</b>	Ways of selecting good quality ICT resources that encourage positive learning for children by applying selection criteria e.g. <ul style="list-style-type: none"> <li>• Allows the child to be in control</li> <li>• Has more than one solution</li> <li>• Not violent or stereotyped</li> <li>• Easy to use, 'intuitive'</li> <li>• Fun</li> </ul>