

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

This unit includes planning and implementing curriculum frameworks for early education within the four home countries. It includes the development of curriculum plans according to the framework being followed, the implementation of plans and the monitoring and evaluation following implementation. The unit relates to work with younger children in the early stages of education.

**Who is this unit for?**

This unit is for you if you work with children who are receiving early education. You may have supervisory responsibilities or work unsupervised. Early education frameworks vary between the four home countries and you will need to relate each part of the unit to your own country and workplace.

**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. Prepare curriculum plans according to requirements
2. Implement curriculum plans
3. Monitor and reflect on implementation of curriculum frameworks

**Place in the NVQ/SVQ framework**

This is a group 1 option unit within 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
Communication: 2.2, 2.3	Communication: Intermediate 1
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	Information Technology: Access 3
Information and Communication Technology: 1.1, 1.2, 1.3	

**What we mean by some of the words used in this unit****Adequate resources**

Sufficient human and material resources to deliver the curriculum

<b>Anti-discriminatory practice</b>	Taking positive action to counter discrimination: this will involve identifying and challenging discrimination and being positive in your practice about people's similarities and differences
<b>Children</b>	The children with whom you are working, except where otherwise stated
<b>Early education framework</b>	Frameworks that are discretionary or statutory, currently in use in your home country
<b>Ethnicities</b>	Refers to a person's identification with a group that shares some or all of the same culture, lifestyle, language, skin colour, religious beliefs and practices, nationality, geographical region and history. Everyone has an ethnicity
<b>Families</b>	Includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of individual children and who may or may not have legal responsibility
<b>Inclusion</b>	A process of identifying, understanding and breaking down barriers to participation and belonging
<b>Integrated approach</b>	Pulling together different areas of learning into activities and experiences
<b>Learning styles</b>	Styles people prefer to use when learning and that help them to learn best, such as a focus on seeing, hearing or doing
<b>Monitoring strategies</b>	Methods, planning and approaches to monitoring
<b>Parents</b>	Those (mothers and fathers) who have formally and legally acknowledged parental responsibility for the continuous care and well-being of the child in question, whether biologically related or not
<b>Planned activities</b>	Activities that form part of the curriculum plans
<b>Relevant adults</b>	Any adult who has an interest in ensuring plans are fit for purpose
<b>Relevant inspection regime</b>	Inspectorates in your home country that register and inspect your setting
<b>Reflect</b>	The process of thinking about and critically analysing your actions with the goal of changing and improving occupational practice

**The National Standard****Element CCLD 309.1     Develop curriculum plans according to requirements****Performance criteria**

This is the national standard which you must meet:

1. Research and extract relevant information from curriculum documents on which to base your planning
2. Consult with relevant adults when drawing up your plans, taking into account the resource implications
3. Draw up short, medium and long-term plans, according to the requirements of the curriculum framework in your home country
4. Cover each area of the curriculum, emphasising an integrated approach and using children's play as a key vehicle for delivery
5. Plan, taking into account the pattern of the children's attendance and their need for a balanced programme, including time to rest and restore energy
6. Ensure that adequate and appropriate resources are available for the implementation of the early education framework in your setting
7. Take into account the individual needs of children involved, including their different learning styles and starting points and prepare your plans accordingly
8. Ensure your plans include use of ICT to support learning and development
9. Clearly define the roles and responsibilities of those who are involved
10. Include children, parents and families and external expertise in the planning process, as appropriate to your setting
11. Ensure that your plans reflect inclusion and anti-discriminatory practice

The National StandardElement CCLD 309.2Implement Curriculum Plans**Performance criteria**

This is the national standard which you must meet:

1. Communicate the plans to all relevant people within the setting, discussing roles and responsibilities
2. Regularly refer to available curriculum guidance documents to assist with implementation of the curriculum plans
3. Check the understanding of other adults involved in the delivery of the curriculum, clarifying issues as required
4. Provide planned curriculum activities and experiences that meet the needs of the children in your setting, flexibly changing and adapting plans as required to meet the needs of all the children
5. Provide a stimulating, enjoyable and carefully planned learning environment, using indoor and outdoor spaces
6. Use everyday routines to enhance learning
7. Encourage children's participation, ensuring a balance between structured activities and freely chosen play
8. Have high expectations of children and commitment to raising their achievement, based on a realistic appraisal of their capabilities and what they might achieve
9. Support and extend play to encourage learning, drawing on your knowledge of individual children and their preferred learning styles
10. Regularly check and discuss children's progress and that of the group, consulting with families and other adults as appropriate
11. Be sensitive to children's achievements and recognise when they are ready to move on
12. Seek additional support if children are not progressing as expected
13. Keep appropriate records

<u>The National Standard</u>	
<b>Element CCLD 309.3</b>	<b>Monitor and reflect on implementation of curriculum frameworks</b>
<b>Performance criteria</b>	
This is the national standard which you must meet:	
<ol style="list-style-type: none"> <li>1. Develop monitoring strategies and documentation, as required by the curriculum framework in your home country</li> <li>2. Regularly communicate with parents, families and other adults to support monitoring of curriculum frameworks</li> <li>3. Check that each area of the curriculum is implemented to a consistent quality, according to requirements of your setting and relevant inspection regime</li> <li>4. Monitor the participation and learning of all the children in the setting</li> <li>5. Reflect on your practice in the light of your work in planning and implementing curriculum frameworks</li> </ol>	

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

<b>K3D319</b>	Detail of the early education curriculum requirements in your home country
<b>K3P320</b>	Requirements of the relevant inspectorates
<b>K3D321</b>	Sources of support in respect of planning and curriculum development, drawing on available best practice
<b>K3D322</b>	The kinds of equipment, materials and activities that support the implementation of a learning curriculum, using play as a vehicle for delivery
<b>K3D323</b>	Effective use of ICT to support the curriculum
<b>K3D324</b>	Theoretical approaches to how children learn and develop and how these might influence practice
<b>K3D325</b>	How children's learning is affected by their stage of development
<b>K3D326</b>	The importance and implications of a differentiated approach to the provision of learning experiences for children
<b>K3D327</b>	The effects of low self-esteem and lack of confidence on learning
<b>K3D328</b>	The benefits to children of learning through play and not relying on formal experiences and activities that are inappropriate for the child's age, needs and abilities
<b>K3D329</b>	How to support and extend play opportunities to encourage learning
<b>K3D330</b>	That children learn in different ways and have individual learning styles and preferences
<b>K3D331</b>	Specific issues for children's development and learning in multilingual or bilingual settings or where children are learning through an additional language
<b>K3D332</b>	How you adapt your practice to meet the individual needs of all the children in your setting, including different ages, gender, cultures and ethnicities, needs, abilities and learning styles