

Overview

Who is this unit for?

This unit is for those who support teachers to implement the early years or foundation stage curriculum in schools.

What is this unit about?

This unit is about working with teachers to support young children's early learning and experience of curriculum subjects. 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.

This unit contains three elements:

1. Contribute to planning implementation of the early years curriculum
2. Support teaching and learning activities to deliver the early years curriculum
3. Contribute to the monitoring and assessment of children's progress

Performance criteria

You must be able to:

Contribute to planning implementation of the early years curriculum

P1 support the teacher in the planning and preparation of lessons and learning opportunities for children's early learning

P2 contribute effectively to the selection and preparation of learning resources to meet the diverse needs of children

P3 have high expectations of children and commitment to raising their achievement, based on a realistic appraisal of their capabilities and what they might achieve

P4 plan and prepare for your own contribution to teaching and learning activities as agreed with the teacher

Support teaching and learning activities to deliver the early years curriculum

P5 select and use support strategies suitable for the content and objectives of the learning activities and the children involved

P6 provide well-structured learning activities that interest and motivate children and advance their learning

P7 communicate effectively with children to enhance their learning, listening carefully to children and responding constructively

P8 clearly and enthusiastically present subject content using appropriate subject-specific vocabulary and well chosen illustrations and examples

P9 encourage children to concentrate, listen attentively and persevere in their learning for sustained periods

P10 support children's positive behaviour

P11 adapt your teaching methods and approaches to meet the needs of all the children involved, ensuring that children have equal access to the curriculum

P12 ensure children take part effectively and confidently in learning activities

Contribute to the monitoring and assessment of children's progress

P13 support the work of teachers in evaluating children's progress through various assessment activities

P14 monitor children's responses to learning and their participation and progress

P15 provide feedback to teachers and constructive support to children as they learn

P16 report and record assessment information according to the procedures of the setting

P17 use the monitoring and assessment of children's progress to inform your own learning needs and your effectiveness in supporting children

Knowledge and understanding

You need to know and understand:

K1 the curriculum frameworks used within your home country and where your own work fits into the various curriculum structures

K2 the pattern of children's learning and intellectual development in the early years or foundation stage

K3 how children's learning is affected by their stage of development

K4 that children learn in different ways and have individual learning styles and preferences

K5 the rights of all children for participation and equality of access and how this affects the support you provide

K6 specific issues for children's development and learning in multilingual or bilingual settings or where children are learning through an additional or second language

K7 how to support children's learning using a variety of approaches based on your knowledge of how children learn

K8 the role of specialist curriculum knowledge and how you can use such knowledge for the benefit of children

K9 differentiation of the curriculum, what this means and why it is necessary

K10 how you can modify and adapt teaching and learning activities to meet the individual needs of different children, including different ages, gender, cultures and ethnicities, needs, abilities and learning styles

K11 how to plan and prepare a stimulating, interesting and purposeful learning environment for children

K12 methods of supporting positive behaviour

K13 data protection and confidentiality and security of information relevant to your work

Glossary

Equality of access

ensuring that discriminatory barriers to access are removed and allowing for children's individual needs

Ethnicities

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

Inclusion

a process of identifying, understanding and breaking down barriers to participation and belonging

Learning activities

activities that form part of the teacher's curriculum plans

Learning resources

materials, equipment (including ICT), software, books and other written materials (e.g. handouts, worksheets), DVDs, etc. that are required to support teaching and learning

Learning styles

styles people prefer to use when learning and that help them to learn best, such as a focus on seeing, hearing or doing

Positive behaviour

behaviour that is welcomed and supports and affirms children

Links to other NOS

TDASTL1 Provide support for learning activities

TDASTL2 Support children's development

TDASTL10 Support children's play and learning

TDASTL18 Support pupils' learning activities

TDASTL24 Contribute to the planning and evaluation of teaching and learning activities

TDASTL28 Support teaching and learning in a curriculum area

Origin of this unit

This unit is derived from CCLD 406 Develop and support children's early learning in partnership with teachers, from the National Occupational Standards for Children's Care, Learning and Development. However, this unit has been developed for those who support rather than deliver teaching and learning and is not directly transferable.

Support implementation of the early years curriculum

Developed by	Training and Development Agency for Schools
Date Approved	01 Jun 2009
Indicative Review Date	01 Jun 2009
Validity	Current
Status	Original
Relevant Occupations	Child Development and Well Being, Childcare and Related Personal Services, Direct Learning Support, Education and Training, Public Service and other Associate Professionals, Public Services
Suite	Supporting Teaching and Learning in Schools
Keywords	mathematics, planning, preparation, resources, outcomes, number, shape, measures, data handling, problem solving, symbols, diagrams, activities