

# Edge Hill University

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## **BA (Honours) Early Years Education**

Full-time Programme

Year 2



**Level 5  
Module Handbook**

**EYT 2000  
Personal and Professional Development  
2014-15**

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## **Edge Ahead Statement**

## **Inclusive Learning**

**It is Edge Hill's aim to make our services and provision accessible to all our users. If you need us to present our training/resources/information in a different format (e.g. electronic copy, large print), or need any other modifications, please contact your Module Leader and we will do our best to accommodate your requirements.**

Based in the University Library (1<sup>st</sup> floor) and the Student Information Centre (SIC, ground floor), we provide information, guidance, support and resources for:

- Academic Skills Development
- Accessing Information and ICT
- Disability / Health Conditions
- Irlen Syndrome / Colour Sensitivity
- Specific Learning Difficulties / Differences (SpLDs) e.g. Dyslexia

If you have specific requirements due to a disability or learning difficulty (e.g. physical or sensory impairment, mental health/anxiety issues, health condition, dyslexia or an autistic spectrum condition) or needs emerge when you are studying here, we can advise you on:

- Applying for Disabled Students' Allowances (DSA)
- Specialist and/or personal support
- Dyslexia assessments
- 'Reasonable adjustments' to learning, teaching and assessment
- Accessible facilities and equipment

**Our approach is friendly yet professional and you can discuss your individual learning requirements in complete confidence. It is essential that you contact us as early as possible.**

For further advice and guidance you can contact the SpLD Support Team:

In person (at the Ormskirk site): Ask Desk, 1st Floor, University Library

Tel: 01695 584372

Tel: 01695 584018 (to make or change an appointment)

Email: [inclusiveservices@edgehill.ac.uk](mailto:inclusiveservices@edgehill.ac.uk)

## **Contacts**

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Credit Rating	Level
30	5

## Welcome & Rationale

The BA (Hons) Early Years Education Team welcomes you to the EYT2000 Module and hopes that you will find this module interesting, challenging, relevant to your early years practice as well as enjoyable and rewarding! This is a setting-based module that runs for the whole year and bridges your work experience placement and your academic studies.

The module is designed to support your personal and professional development. A professional portfolio of tasks and the audit and target setting (TNA) will be developed.

The module aims to enhance students' knowledge and understanding of the ways in which Early Years practitioners lead, plan, teach, assess and manage early years provision.

It will provide opportunities for students to set personal targets and to pursue aspects of their own learning at Level 5, these will be reviewed at the conclusion of Year 2.

The module will provide structured and supported opportunities for students to develop further personal awareness of skills and competence in early years practice and aspects of leadership. Students will undertake a consultation with children and/or their families and use the findings to inform an aspect of practice. Students will also be required to evidence an example of collaborative practice with children and families.

The module will enable students to further develop key skills needed in order to develop and improve services. The active involvement of service users in this process is an important aspect of the endeavour towards continuous quality improvement in early years and children's services.

Taught sessions and setting based experiences will ensure that students reflect upon, and analyse, the roles of all adults who are involved in a child's learning and development. This should provide them with the opportunity to understand how professionals need to develop their own practice in order to be effective leaders.

This module handbook should be read in conjunction with the Programme Handbook. Please note the policies and procedures regarding attendance, authenticity of work ethics and submission.

## Aims

To develop students'

1. Develop further students' vocational skills and knowledge in a specific context through a process of reflection, analysis and target setting.
2. Develop practice through planned setting-based experience, and reflect on practical experiences during face-to-face sessions.
3. Develop essential reflective skills and help them plan and achieve professional targets through the completion of setting-based tasks and Training Needs Analysis

## Module Learning Hours

Guided learning activity	<b>60</b> hours
Independent study	<b>240</b> hours

## Learning Outcomes

On successful completion of this module students will be able to:

1. Critically reflect upon personal practice, identifying areas for development in relation to relevant professional standards.
2. Justify the set of targets and actions identified to show progress in personal professional development.
3. Provide relevant evidence from setting-based practice to demonstrate personal role in the process of ensuring quality early years provision.

## Assessment strategy

The placement-based context will provide the basis for gathering relevant evidence and information to enable students to complete assessed work for this module.

Learning outcomes will be assessed in this module by:

### A portfolio of tasks to include:

A portfolio of tasks to include:

Part A:

Records of setting-based tasks supported by a critical evaluation of student's role within these tasks with a focus on quality improvement.

(3000 words 80% weighting)

**Submission: 20<sup>th</sup> April 2015**

**Part B**

A critical reflection on personal professional development as identified in Action Plan 2 and an Action Plan 3 based on the end-of-year Training Needs Analysis

(1000 words 20% weighting)

**Submission: 22<sup>nd</sup> June 2014**

## Professional Development Portfolio

Students will also build on the Professional Development Portfolio they began in Year 1 comprising of:

- Their Training Needs Analysis (TNA) results for year 2 together with a final self-review of the TNA against the Teacher's Standards (Early Years) and any personal targets and Action Plans for year 3. This will show how the student has developed personally and professionally over the whole programme and indicate any further targets for improvement and development planned for the future.
- All the setting based task proformas, these are designed to enable you to continue to develop as a reflective leader/practitioner whilst giving you scope to choose areas that most closely match your placement context.
- 3 Child Profiles
- Report(s) by mentor/tutor of any observed activities undertaken in the setting.

### Assessment guidance

Use the following as a checklist prior to submission of work:

- Completed and signed coversheet, appropriate to the module
- Level 4 performance descriptors
- Signed research ethics statement if necessary
- Text double-spaced and of an appropriate font size (Arial 12 point)
- Ample margins left at either side of each page
- All references (if required) made using Harvard Referencing as identified in 'Edge Ahead Skills Guide on Harvard Referencing System'
- Bibliography (if required) set out using Harvard Referencing System

Assignments must be submitted in accordance with the requirements specified on Blackboard

### Assessment submission arrangements

One copy of your assignment must be submitted in accordance with the requirements set out in your Academic Registry Handbook / Programme Handbook. Instructions for submitting assignments are located on Blackboard. These instructions must be fully complied with to ensure assignments are assessed in accordance with stated turnaround times.

A completed cover sheet, level descriptors and a signed research ethics statement, where necessary, must accompany all work submitted.

Please note that the word count is a guide only and there is a 10% leeway allowed.

Work submitted after the date/time indicated will not be eligible for a mark.

If you foresee a serious problem that is likely to prevent you from submitting work on the due date you must contact your **Module Leader BEFORE** the due date to request an extension. You must complete the Exceptional Mitigating Circumstances Form. Copies of these forms can be found in your Programme Handbook and on Blackboard.

Assessment feedback will reflect the moderation process and will be made available to students 4 working weeks after the date of submission

**Provisional Feedback Part A Week Beginning 18<sup>th</sup> May 2015**

**Part B Week Beginning 20<sup>th</sup> July 2015**

Feedback will include a provisional grade which will be confirmed after the appropriate Assessment Board for the Programme has taken place.

## Module details

### Training Needs Assessment

The Training Needs Assessment (TNA) has been designed to enable students on Early Years programmes to start to self assess their own training and development needs by relating their existing knowledge, skills and understanding to the new Teachers' Standards Early Years published by the DfE in 2013.

During the programme you will be asked to complete the TNA on 3 occasions:

- at the start of the programme,
- at the end of year one
- at the end of year two of the programme.

Completing the exercise on the web will give you immediate feedback about your knowledge, skills and understanding in relation to Teacher's Standards (Early Years) and will help you complete the assessment requirements in the work based learning modules which require reflection upon personal and professional development in the setting-based context

Tutors and work-based mentors will support you in the identification of your training and development needs and in reflection and self-review exercises at key points in the programme, where you will be required to create an action plan and set targets for your own personal and professional development.

There are 8 Teacher's Standards (EY). Each of these is broken down into a number of scopes, students would have to be able to evidence to gain this status. The Visiting Tutors will use the following headings when observing your practice to provide consistency of feedback. They are:

1. Knowledge and Understanding
2. Effective Practice
3. Relationships with Children
4. Communicating and Working in Partnership with families and carers
5. Teamwork and collaboration
6. Professional Development

Together with your tutor/mentor, you will agree reasonable targets for achievement over the year which will support you to understand and provide evidence towards the standards.

In addition you may, with the agreement of the mentor and employer set yourself other skills



or knowledge targets related to your current role. These might have been identified in your last performance review or appraisal, or be something the setting wishes you to develop. The targets you agree must be realisable within the time-frame and the demands of the taught course.

### **Action Planning**

To help you meet your targets you will need to create an action plan. You may decide to meet your targets by:

- 1) attending specific inset courses, or training sessions
- 2) undertaking agreed planned work-based experience, such as observing another professional, or working in another area of your setting
- 3) undertaking additional voluntary experience in other EY/childcare-based settings
- 4) self-directed study with the help of online learning resources, the mentor's and other professionals' expertise and workplace resources
- 5) or it might be met through attendance and study of the University based modules

You will need to decide what you will need and agree this with your mentor.

Once this has been agreed you will take your review and action plan into Edge Hill for your personal tutor to review and discuss. They will also need to sign it to agree the plan.

Individual tutorials will be scheduled with your **personal tutor** during the programme to facilitate this.

### **Reviewing progress during the year**

#### **Initial review**

A Visiting Tutor will visit you three times during the second year to ensure you are continuing to make progress in your early years practice skills. S/he will speak to your **mentor** and yourself to clarify anything needed and to answer any questions.

#### **Mid-point Review**

You will be expected to meet with your **mentor** midway through the year to review your progress against the targets and alter them, if necessary.

After this you will be observed in practice by both your mentor and Visiting Tutor (by arrangement) and be given a report based on the session/activity witnessed. The Mentor/tutor will also spend some time with you during this visit reviewing your progress. Mentor and tutor will share information about your progress. This is a good occasion to discuss any difficulties or to seek advice. You will keep your copy of the report in your PPD file and the duplicate will be retained for your personal file at Edge Hill.

#### **End of Year Review**

You will need to arrange to meet with your **mentor** towards the end of Year 2 but at least two weeks prior to submission of your work-based module assignments to conduct a final review of your progress against your targets.

You will meet with your **Visiting Tutor** to review your progress throughout the year and set new targets for the final year.

**EYT 2000 Setting-based Tasks related to the taught modules**

**These must be written in your Reflective Diaries on Learning Edge, they will form the basis of Part A of your assessment portfolio for this module.**

**Term 1**

**EYT 2002: Working Collaboratively in Early Years Education**

**Task 1**

**Standard 1**

*1.1 Establish and sustain a safe and stimulating environment where children feel confident and are able to learn and develop.*

Select a child who has support from outside an agency (or agencies) and work with them. Gather evidence to demonstrate that you are able to meet this indicator of Standard 1.

**Task 2**

**Standard 5**

*5.3 Demonstrate a clear understanding of the needs of all children, including those with special educational needs and disabilities, and be able to use and evaluate distinctive approaches to engage and support them.*

Gather evidence to demonstrate that you are able to meet this indicator of Standard 5.

**Task 3**

**Standard 8**

*8.7 Understand the importance of and contribute to multi-agency team working.*

Gather evidence to demonstrate that you are able to meet this indicator of Standard 8.

**Term 2**

**FDE 2003 Transitions**

**Task 4**

**Standard 2**

*2.3 Know and understand attachment theories, their significance and how effectively to promote secure attachments.*

Gather evidence to demonstrate that you are able to meet this indicator of Standard 2.

**Task 5**

**Standard 3**

*3.3 Demonstrate a critical understanding of the EYFS areas of learning and development and engage with the educational continuum of expectations, curricula and teaching of*

*Key Stage 1 and 2.*

Gather evidence to demonstrate that you are able to meet this indicator of Standard 3.

**Task 6**

**Standard 5**

*5.4 Support children through a range of transitions.*

Gather evidence to demonstrate that you are able to meet this indicator of Standard 5.

### **Organising your Professional Development Portfolio**

The professional development portfolio (PDP) is a file that you will compile over the duration of your course. It is for your own personal and professional use and will **not** be formally assessed, ***it will however contain pieces of work that have been assessed.*** It may also be used for performance review, at interview or for any other professional purpose in the future. It should therefore be well presented and well-organised because it is not a private document and will convey a professional image to people you show it to

Your Visiting Tutor and mentor will need to see your PDP at various times during the programme.

**Your PDP file should have 4 sections:**

**Section 1**

- Personal and Professional details (name, place of work, name of work based tutor/personal tutor, employer and mentor.)
- Copy of TNA report and Self-Review against relevant workplace standards.
- Targets and Action Plan signed by mentor and personal tutor

**Section 2**

- Evidence of steps taken towards the achievement of the stated targets during the year. This should be in note form, and be matched against specific targets.
- Any certificates obtained for relevant course attendance or completion.
- Tutor and/or mentor written reports based on setting visits/observations.
- Any other observations carried out by other professionals in the workplace.

**Section 3**

- Details and reflections upon evidence gathered for your practice-based tasks undertaken whilst on placement

**Section 4**

- End-of-year review and reflection.
- New agreed targets for Year 3 of the programme.

## Module Evaluation

The module will be evaluated by completion of an on-line student evaluation form. This will form the basis of a Module Evaluation Report written by the Module Leader. Where appropriate, a nominated student representative will be invited to a Student Consultative meeting each term where all modules will be reviewed and evaluated.

### You said... we did...

Module evaluations last year resulted in the following action:

Students asked for more tutorial support – we introduced additional group and individual tutorial time to support students to produce good quality evidence for the assessments in this module

## Module Schedule

The week by week schedule is designed to support the assessment and reflection tasks required for this module together with the need to create and organise additional evidence for the PDP.

Specific session content will be flexible and driven by student need and sector/curriculum requirements.

W/B	Topic/content	Assignments due	Return date
28 Sep 15	Expectations for Year 2		
5 Oct 15	Safeguarding		
12 Oct 15	Being professional – personal reflection TNA and action planning References – what are they? Why do employers request them? What information do they contain? Interpretation of and inferences from information in references. Legal obligation in providing references.		
19 Oct 15	Support with presentations		
26 Oct 15	Assessment Week		
2 Nov 15	Behaviour Management <b>SSCF1</b>	EYT2002A	30/11/15
9 Nov 15	How is the EY sector changing currently – examples of national (and local if appropriate) initiatives? Keeping on top of developments in the sector. The importance of CPD.		
16 Nov 15	Strategies for coping with change Putting together a PDP file organisation, evidence, presentation, signing off	EYT2000 Task 1	

23 Nov 15	Supervising staff, performance indicators – setting, individuals, performance review process and CPD		
30 Nov 15	Quality early years provision – what is it? How do we assess/monitor? Local quality initiatives, role of OfSTED in facilitating continuous quality improvement		
7 Dec 15	Measuring improvement – how do we know? Audits, service review, feedback, complaints, occupancy, sustainability, inspections		
14 Dec 15			
21 Dec 15	Christmas Vacation		
28 Dec 15	Christmas Vacation		
4 Jan 16	Assessment Week		
11 Jan 16	Leading practice, motivating others, inspiring good practice – what works? Student experiences. Good and poor management and leadership practices.		
18 Jan 16	Sharing placement experiences - challenges, opportunities, personal growth and development – evidence (group activity)		
27 Jan 16	Early Years Teachers – the difference they are making		
1 Feb 16	Key roles and responsibilities in early years settings		
8 Feb 16	Major Transition (Task 5)		
15 Feb 16	Assessment Week		
22 Feb 16	Applying for jobs – what kind of jobs? Person specifications and job descriptions – what they mean. What does an employer need to know?	Task 5	Enhancement week – preparation for mock interviews
29 Feb 16	Writing a CV and a letter of application Individual and group activity. Interview questions – what to ask, how to ask and answers to give		
7 Mar 16	Interviews – preparation and technique Preparation for mock interviews		
14 Mar 16	Mock interview activity – class based (all students have opportunity to be both interviewer and interviewee)	Task 6	
21 Mar 16	Mock interview activity – class based (all students have		

	opportunity to be both interviewer and interviewee)		
28 Mar 16	Easter Vacation		
4 Apr 16	Easter Vacation		
11 Apr 16	Preparation for level 6 – academic skills, getting the most out of your final placement	EYT2000 Part A	
18 Apr 16	Preparation for Year 3		
25 Apr 16	Preparation for Year 3		
2 May 16	Preparation for Year 3		
9 May 16	Preparation for Year 3		
16 May 16			
23 May 16	Preparation for Year 3	EYT2000 Part B	
30 May 16	Assessment Week		
6 Jun 16			
13 Jun 16			



### Essential Reading

Hodgman, L. (2012) *Enabling Environments in the Early Years: Making provision for high quality and challenging learning experiences in early years settings*. London: Practical Pre-School Books.

Reed, M. and Canning, N. (2011) *Implementing Quality Improvement & Change in the Early Years*. London: Sage.

Beckley, P., Elvidge, K. and Hendry, H. (2009) *Implementing The Early Years Foundation Stage: A Handbook*. OUP: London.

Rawlings, A. (2008) *Studying Early Years: A Guide to Work-Based Learning*. London: Open University Press.

### Recommended reading

Call, N. And Featherstone, S. (2010) *The Thinking Child: Brain-Based Learning for the Early Years Foundation Stage*. London: Continuum.

Fisher, J. (2007) *Starting from the Child: Teaching and Learning from 3 to 8*. London: Open University Press.

Glazzard, J. (2010) *Assessment for Learning in the Early Years Foundation Stage*. London: Sage.

Jones, P., Moss, D., Tomlinson, P. and Welch, S. (2008) *Childhood: Services and Provision for Children*. Harlow: Pearson Education.

Nutbrown, C. (2011) *Key Concepts in Early Childhood Education and Care*. London: Sage

Pugh, G. & Duffy, B. (2009) 5th ed *Contemporary Issues in Early Years: Working Collaboratively for Children*. London: Sage Publishing Ltd.

Waller, T. (2009) *An Introduction to Early Childhood: A Multi-Disciplinary Approach*. London: Chapman.

### Journals & related publications

British Education Research Journal

British Journal of Educational Studies

Early Years Education

Early Years: An International Journal of Research and Development (TACTYC)

Education 3 – 13

International Journal of Early Years Education (OMEPE)

Inter-Play (Evidence based journal in early education)

Nursery World

#### Publications from Early Years Associations:

Early Education

World Organisation for Early Childhood Education (OMEPE)

The Professional Association for Early Childhood Educators (TACTYC)

### Websites

<https://www.education.gov.uk/publications>

<http://www.foundationyears.org.uk/early-years-foundation-stage-2012/>

[www.surestart.gov.uk](http://www.surestart.gov.uk)

[www.tes.co.uk](http://www.tes.co.uk)



**Appendices**

**Action Plan for Year 1**

**Action Plan for Year 2**

**Personal Tutor Visit Form**

**Setting-Based Task Proforma**

**Teacher's Standards (Early Years)**

**Common Core of Skills and Knowledge for the Children's Workforce**



**Action Plan for Year 1**

Agreed Targets for Year 2	Action to be taken	Date to be achieved	Identify support Who else will be involved?	Outcome	Target Scope

Agreed and signed by

Personal Tutor .....

Setting- based Mentor .....

**Action Plan for Year 2**

Agreed Targets for Year 2	Action to be taken	Date to be achieved	Identify support Who else will be	Outcome	Target Scope
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			involved?		

Agreed and signed by

Personal Tutor .....

Setting- based Mentor .....

**BA Hons Early Years Education  
Setting-based Reflective Task Number .....**

**Student name**.....

**Date**.....

**The Aim of the Task** (as in EYT 1000 Module Handbook):

**Personal and Professional Reflection on the task – approx. 250 words** (what have you learnt through doing this task, and how will this knowledge inform your future practice?)

## Teacher's Standards (Early Years) 2013

### Preamble

Early Years Teachers make the education and care of babies and children their first concern. They are accountable for achieving the highest possible standards in their professional practice and conduct. Early Years Teacher Status is awarded to graduates who are leading education and care and who have been judged to have met all of the standards in practice from birth to the end of the of the Early Years Foundation Stage (EYFS).

Early Years Teachers act with integrity and honesty. They have strong early development knowledge, keep their knowledge and skills up-to-date and are self-critical. Early Years Teachers recognise that the Key Stage 1 and Key Stage 2 curricula follow the EYFS in a continuum. They forge positive professional relationships and work with parents and/or carers in the best interests of babies and children.

### An Early Years Teacher must:

#### **1. Set high expectations which inspire, motivate and challenge all children.**

- 1.1 Establish and sustain a safe and stimulating environment where children feel confident and are able to learn and develop.
- 1.2 Set goals that stretch and challenge children of all backgrounds, abilities and dispositions.
- 1.3 Demonstrate and model the positive values, attitudes and behaviours expected of children.

#### **2. Promote good progress and outcomes by children.**

- 2.1 Be accountable for children's progress, attainment and outcomes.
- 2.2 Demonstrate knowledge and understanding of how babies and children learn and develop.
- 2.3 Know and understand attachment theories, their significance and how effectively to promote secure attachments.
- 2.4 Lead and model effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.
- 2.5 Communicate effectively with children from birth to age five, listening and responding sensitively.
- 2.6 Develop children's confidence, social and communication skills through group learning.
- 2.7 Understand the important influence of parents and/or carers, working in partnership with them to support the child's wellbeing, learning and development.

#### **3. Demonstrate good knowledge of early learning and EYFS.**

- 3.1 Have a secure knowledge of early childhood development and how that leads to successful learning and development at school.
- 3.2 Demonstrate a clear understanding of how to widen children's experience and raise their expectations.

- 3.3 Demonstrate a critical understanding of the EYFS areas of learning and development and engage with the educational continuum of expectations, curricula and teaching of Key Stage 1 and 2.
- 3.4 Demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading.
- 3.5 Demonstrate a clear understanding of appropriate strategies in the teaching of early mathematics.

#### **4. Plan education and care taking account of the needs of all children.**

- 4.1 Observe and assess children's development and learning, using this to plan next steps.
- 4.2 Plan balanced and flexible activities and educational programmes that take into account the stage of development, circumstances and interests of children.
- 4.3 Promote a love of learning and stimulate children's intellectual curiosity in partnership with parents and/or carers.
- 4.4 Use a variety of teaching approaches to lead group activities appropriate to the age range and ability of children.
- 4.5 Reflect on the effectiveness of teaching activities and educational programmes to support the continuous improvement of provision.

#### **5. Adapt education and care to respond to the strengths and needs of all children.**

- 5.1 Have a secure understanding of how a range of factors can inhibit children's learning and development and how best to address these.
- 5.2 Demonstrate an awareness of the physical, emotional, social, intellectual development and communication needs of babies and children and know how to adapt education and care to support children at different stages of development.
- 5.3 Demonstrate a clear understanding of the needs of all children, including those with special educational needs and disabilities, and be able to use and evaluate distinctive approaches to engage and support them.
- 5.4 Support children through a range of transitions.
- 5.5 Know when a child is in need of additional support and how this can be accessed, working in partnership with parents and/or carers and other professionals.

#### **6. Make accurate and productive use of assessment.**

- 6.1 Understand and lead assessment within the framework of the EYFS framework, including statutory assessment requirements (see annex 1)
- 6.2 Engage effectively with parents and/or carers and other professionals in the on-going assessment and provision for each child.
- 6.3 Give regular feedback to children and parents and/or carers to help children progress towards their goals.

**7. Safeguard and promote the welfare of children, and provide a safe learning environment.**

- 7.1 Know and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child.
- 7.2 Establish and sustain a safe environment and employ practices that promote children’s health and safety.
- 7.3 Know and understand child protection policies and procedures, recognise when a child is in danger or at risk of abuse, and know how to act to protect them.

**8. Fulfil wider professional responsibilities.**

- 8.1 Promote equality of opportunity and anti-discriminatory practice.
- 8.2 Make a positive contribution to the wider life and ethos of the setting.
- 8.3 Take a lead in establishing a culture of cooperative working between colleagues, parents and/or carers and other professionals.
- 8.4 Model and implement effective education and care, and support and lead other practitioners including Early Years Educators.
- 8.5 Take responsibility for leading practice through appropriate professional development for self and colleagues.
- 8.6 Reflect on and evaluate the effectiveness of provision, and shape and support good practice.
- 8.7 Understand the importance of and contribute to multi-agency team working.

<b>Common Core of Skills and Knowledge for the Children’s Workforce (CC)</b>					
<b>Effective Communication and engagement with Children, young people, their families and carers (CC1)</b>	<b>Child and Young Person development (CC2)</b>	<b>Safeguarding and Promoting the welfare of the child (CC3)</b>	<b>Supporting Transitions (CC4)</b>	<b>Multi-agency working (CC5)</b>	<b>Sharing Information (CC6)</b>
<i>Skills</i>	<i>Skills</i>	<i>Skills</i>	<i>Skills</i>	<i>Skills</i>	<i>Skills</i>
Listening and building empathy (CC1aS)	Observation and judgement (CC2aS)	Relate, recognise and take considered action (CC3aS)	Identify transitions (CC4aS)	Communication and team work (CC5aS)	Information Handling (CC6aS)
Summarising and explaining (CC1bS)	Empathy and understanding (CC2bS)	Communication, recording and reporting (CC3bS)	Provide Support (CC4bS)	Assertiveness (CC5bS)	Clear Communication (CC6bS)
Consultation and		Personal skills			Engagement



negotiation (CC1cS)		(CC3cS)			(CC6cS)
<i>Knowledge</i>	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
How communication works (CC1dK)	Understand context (CC2cK)	Legal and procedural frameworks (CC3dK)	How children and young people respond to change (CC4cK)	Your role and remit (CC5cK)	Importance of information sharing (CC6dK)
Confidentiality and Ethics (CC1eK)	Understand how babies, children and young people develop (CC2dK)	Wider context of services (CC3eK)	When and how to intervene (CC4dK)	Know how to make enquiries (CC5dK)	Role and responsibilities (CC6eK)
Sources of support (CC1fK)	Be clear about your own job role (CC2eK)	Self- knowledge (CC5fK)		Procedures and working methods (CC5eK)	Awareness of complexities (CC6fK)
Importance of respect (CC1gK)	Know how to reflect and improve (CC2fK)			The law, policies and procedures (CC 5fK)	Awareness of laws and legislation (CCggK)