

Unit 15: Professional Practice in Early Years Settings

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| Unit code: | EYMP 4 |
| Unit reference number: | H/600/9786 |
| QCF level: | 3 |
| Credit value: | 3 |
| Guided learning hours: | 20 |

Unit summary

This unit covers the competences required for the application of principles and values in day-to-day practice. The unit includes the importance of evidence-based practice. It revisits the issues of professional practice, reflection and review and requires a focused approach to the development of strategies to address professional development in areas identified as challenging.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development's QCF Assessment Principles. Learning outcome 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand the scope and purposes of the early years sector

Range of early years settings reflects the scope and purpose of the sector: different types of settings; private, voluntary, independent, home language medium and the range of provision and services each provides; the role of children's centres, nursery classes, nursery units, nursery schools, private day nurseries, private nursery schools, kindergartens, childminders, nannies, extended services for children and young people

2 Understand current policies and influences on the early years sector

Current policies, frameworks and influences and their impact on early years practice: as appropriate to the relevant UK home nation eg The Children Act 1989, The Children Act (2004), Children and Families (Wales), Measure (2010), Flying Start, The Foundation Phase, National Curriculum, local authority initiatives, Welsh Assembly Government initiatives, Northern Ireland Assembly initiatives, central government initiatives; other influences eg the United Nations Convention on the Rights of the Child (UNCRC), current equalities legislation, current research; social and economic influences eg family work patterns, financial constraints; range of current policies, frameworks and influences has significant impact on the early years sector; aims to maintain high standards of practice and to provide the best possible care for children; emphasises multi-agency working and child-centred approach to early years practice

Influence of evidence-based practice: observation schedules and routines; formal and non-formal observations; reflective practice; how these can influence work with children in their early years eg emphasis on quality and accountability, requirement on staff training and review of procedures and/or policies in order to keep up to date with new evidence in the provision of health and educational provision, links to evidence-based planning or strategies with clear goals and expected outcomes in terms of positive outcomes for individual children

3 Be able to support diversity, inclusion and participation in early years settings

Diversity: differences between individuals and groups eg culture, language, nationality, ability, ethnic origin, gender, age, religion, beliefs, sexual orientation, social class

Inclusion: placing individuals at the centre of planning and support; valuing diversity

Participation: facilitating and encouraging all individuals, including children and young people, to be meaningfully involved in decisions, practices and activities that affect their lives; removing barriers to participation

Importance of anti-discriminatory/anti-bias practice: role of the practitioner in modelling good practice; valuing the individual child's culture and family background, anti-discriminatory and anti-bias practice can impact positively on learning, development, self-image, self-esteem and disposition to learning; application of anti-discriminatory/anti-bias practice eg ensuring everyone is represented in the setting, inclusion of disabled children in all relevant activities as appropriate to their abilities, positive images in books and posters, dual language text in books, modification of equipment to ensure accessibility to activities and experiences, celebrating festivals and acknowledging special events for all the cultures represented in the setting, appropriate staff training, communicating with parents and carers to aid effective planning, awareness of and respecting parental wishes, cultural, language, differences and diverse parenting approaches

Active participation of children in decision making affecting their lives promotes the achievement of positive outcomes: children involved in decision making are more likely to successfully meet targets, goals, action plans and positive outcomes; promotes learning and development of the child eg confidence, independence, thinking skills, accountability; motivates child and enhances sense of self-worth

4 Be able to review own practice in promoting diversity, inclusion and participation in early years settings

Importance of reviewing own practice: helps to make sense of and learn from experiences; identify new opportunities; develops skills and techniques; understanding what has been achieved; thinking about aspects that worked well or not so well; considering what could have been done differently

Reflective analysis of own practice: cycle of reflection on practice; reflect in detail on own practice and identify what went well, what could be done more effectively; SWOT analysis of own practice to support the identification of strengths and challenges; own contribution to the work of a team of practitioners; whether own practice is contributing to meeting learning and developmental needs of individual children

Dealing with areas of difficulty and challenge: action planning to tackle challenges and to support continued professional development; ways to keep up to date with developments in policy and legislation; identifying and accessing appropriate sources of training, support and development eg line manager, subject experts, outside agencies

Learning outcomes and assessment criteria

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 1 Understand the scope and purposes of the early years sector | 1.1 explain how the range of early years settings reflects the scope and purpose of the sector | | | |
| 2 Understand current policies and influences on the early years sector | 2.1 identify current policies, frameworks and influences on the early years 2.2 explain the impact of current policies, frameworks and influences on the early years sector 2.3 describe what is meant by evidence-based practice and give examples of how this has influenced work with children in their early years | | | |
| 3 Understand how to support diversity, inclusion and participation in early years settings | 3.1 explain what is meant by: a diversity b inclusion c participation 3.2 explain the importance of anti-discriminatory/anti bias practice, giving examples of how it is applied in practice with children and carers 3.3 explain how the active participation of children in decisions affecting their lives promotes the achievement of positive outcomes | | | |

| Learning outcomes | Assessment criteria | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Be able to review own practice in promoting diversity, inclusion and participation in early years settings | 4.1 explain the importance of reviewing own practice as part of being an effective practitioner 4.2 undertake a reflective analysis of own practice 4.3 develop strategies to deal with areas of difficulty and challenge encountered in professional practice in early years settings | | | |

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (*if sampled*)