

Unit 7 – childcare and education level 3 cache

[Family](#), [Children](#)



E1 Collate evidence which describes the role of the practitioner in meeting children's learning needs. Gather and present information about the role of the practitioner when children's learning needs. A practitioner's role in meeting children's learning needs are to understand and work with each and every child's learning needs. They can do this by providing different opportunities to individual children because each child is unique and learns differently. The practitioners' role would therefore be to plan and resource an environment that is challenging and helps children learn in many different areas of their learning.

The UN Convention on the Rights of the Child is there for the rights of children should allow children priority as they are more venerable. It states that all children's wants and learning needs should be met. The UN Convention on the Rights of the Child has 4 core principles and they are: Non-discrimination regardless of race, sex, gender, religion, disability and any other reason (Article 2), the best interest of the child for example; prevent child from being separated from their families unless separate on is necessary for the best interest of the child, the right to live, survival and development, freedom of speech and thought etc... Article 11, 14 ; 13). Another thing as a practitioner, we need to do is promote a positive environment for parents, colleges and the children because a positive environment can mean that everyone within the setting can get a positive outcome in order to help meet the child's needs best. Having on-going training can also benefit the practitioners role in meeting children's needs, teach them about childcare and can help them meet the child's learning needs because the practitioners go on training outside the setting to get a

better insight on how to work with different practitioners, adults and children.

E2 Provide information about current influences on play +E4 Include examples of different theoretical models of how children play and learn. One theorist which currently influences children's play is Jean Piaget (1948). His theory was a theory on Cognitive development. He believed that children develop in stages and that they progress through these stages in chronological order. Piaget (1948) said that there were 4 stages of development from birth to adulthood; sensorimotor: birth - 2 years, pre-operational: 2-7 years, concrete operational: 7-11/12 years, formal operations: 11/12-16 years old.

He carried out a study which is called 'mountain study' to investigate further into his theory. This study was done in a group of children being arranged in front of a simple plaster mountain range and then he sat himself to the side and asked the children to pick from four pictures. This study showed that older children picked what Piaget (1948) saw and the younger children would pick the view they could see. When looking back at this study, Piaget (1948) found out that the older children tend to understand other people's views.

The practitioners would have a role within the Early Years setting to support the children through the different stages of development and the adults should work alongside one another to help the child develop. His theory of cognitive development is based on the importance of active discovery learning where children have child-centred classroom (Maureen D 2006). Piaget theory (1948) allows practitioners to have opportunities to learn without teaching them, appropriate activities are set up through observing

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the child and these activities are than suitably challenging with real experiences (Maureen D 2006). 'the balance between adult-directed play and child-initiated play should be tipped heavily in favour of child-initiative play. ' (Maureen D 2006). Another theorist which currently influences children's play is Susan Isaacs (1930). She was a psychoanalyst who believed that free play indoors and outdoors is important for children's needs, development as well as helping them to learn better. She said that free play was important and necessary for children.

In 1924 Susan Isaacs became the principle of Malting house, where she set up an educational experiment alongside Geoffrey Pkye(1942) to experiment with different teaching ideas on a small group of children aged two and a half to seven years. Inside the house were three interesting features; the use and development of language to promote thinking, the attention paid to children's emotions needs and the emphasising on animosity and finding out. Piaget (1948) and Sigmund Freud (1988) were both influenced by Susan Isaacs's (1930) theory.

This theory allows children to understand what is being asked and gives the children challenge in answering a question where they can think on their own. E3- Provide information about current influences on the planning and provision Gather information about what currently influences planning and provision of learning opportunities. Every Child Matters Framework which is currently in the process to be changed is part of the Children Act 2004; it is a piece of legislation which has and influences planning and provisions of learning opportunities.

The Every Child Matters ensures that settings provide quality of children's and young people's play and learning. This supports children from birth to 19 years. When practitioners plan, they should relate their work to the five outcomes for children; be healthy, stay safe, enjoy and achieve through learning, make a positive contribution to society and achieve economic well-being. OFSTED is a regulatory body which makes sure all childcare settings are carrying out correct planning and allowing the children to learn. This is done by having inspections which are based on the five outcomes of Every Child Matters framework.

They also do this by looking at each childcare setting to see what curriculum is being offered. Each childcare setting's curriculum will be varied and this is something the OFSTED will understand for example: every child care setting will follow the (EYFS, 2012) Early Years Foundation Stage but if a setting has children of the age of 6 they would follow the National Curriculum. OFSTED requires that practitioners and workers are familiar with the relevant curriculum and requirements of OFSTED. E6 Include TWO (2) examples of information from agencies outside the setting which may contribute to the assessment of learning needs.

School Nurse A school nurse provides a variety of services such as undertaking health interviews and administering immunisation programmes. They can be employed by the local health authority, community trust, primary care trust or by the school directly. The responsibility of a nurse would include these roles: * Providing confidential health advice for individual children * Assessing the whole need of the school community and develop a health plan including a policy on bullying * Promoting good

parenting skills by helping and supporting parents * Co-ordinating immunisation programmes Health plans for children with any disability * Providing training for school-based staff to support children with healthcare needs e. g. : asthma * Giving advice to parents, carers or school staff on childhood illnesses and the management and control of infection in the disease * Drug and alcohol abuse and smoking* Sexual health and relationship for example pregnancy * Exercise and healthy eating * Mental health and wellbeing *Obesity* Eating disorder * Disabilities E7 Include TWO (2) plans for curriculum activities which show different approaches to planning learning opportunities

E8 Include information about the importance of consulting with parents and others when planning and providing learning opportunities. It is important to consult with parents and others when planning and providing learning opportunities for the child because the parents know their child's best interests. This is because parents are their first educators and they know what resources their child likes to use and the likes and dislike of the child. It is also important because parents you may need permission from parents in order to carry out a certain activity.

Effective partnership between a childcare setting and parents will help the environment of the setting become more positive for both the child and parents using the provision. It will make the setting and parents understand each other better as well as benefit the child because the child will feel safe and want to learn and achieve better. E9 Provide evidence of current and relevant research throughout the portfolio. Evidence of current and relevant research is provided in my appendix at the end of my assignment.

D1 Include an explanation of the key issues in recording assessments. D2 Include an explanation of the key issues in recording assessments. + C2 Analyse the role of assessment in informing planning and respecting learning needs. There are many important points to consider when recording assessments of children. The most important issue in recording assessments would be knowing the different techniques available to use and find the one that suits most when recording the assessment of the child.

These techniques may be; written narrative, video, photographs, target child observation, checklist observation, tick charts, time sampling, event sampling and mapping to record assessments of the children. The practitioner would need to decide what type of technique would be appropriate in assessing the child and the activity carried out. When using one of the techniques the practitioner would need to check if it was reliable and valid. A technique would be good when the practitioner is able to monitor the child's behaviour, progress and development as well as keeping them frequent and up to date.

Another important factor to consider when recording assessments of children is confidentiality. C1 Analyse the importance of planning and providing learning opportunities to meet children's diverse needs. In order to plan and provide learning opportunities to meet children's diverse needs practitioners need to make sure that all children are included within the task and activity. This can be done by providing a large range of motivating opportunities which are accessible to all children to help them develop and allow to support them.

Another thing would be a safe environment for children to learn in which is free from any discrimination and bullying. This can be done by valuing and respecting one another (children, teachers, parents and other professionals). The practitioners would be working with other professionals such as an occupational therapist to help the child have the best learning opportunities available. B1 Evaluate how the current influences on play and different theoretical models affect the planning and provision of learning opportunities.

Jean Piaget's theory influenced today's practice as... Susan Isaac's theory influenced today's practice as she believed that play is very important and relives freedom which allows settings to have child lead activities. Another thing she influenced was the parents and carers of the children because she showed and made practitioners aware of the fact that parents are seen as the child's first educators and therefore they are the most important when providing learning opportunities for the child.

Susan's theory is based on working with parents and carers and this is very vital to today's influences on play in settings which than allows practitioners to be able to plan learning opportunities for the children in their care. This can also affect planning because the practitioners may not be interacting with the children very well because they are having child lead activities and the practitioners are not experiencing what the parents and cares say about the child and how they act during the activities toward the practitioners.

Research has shown that young children learn best when they are actively interacting with others..... E Wood and N Bennett (1999) International Journal of Early Years Education 7 (1) 5-16. This affects planning because.....

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Discussion might also consider whether models are appropriate for all settings and factors which might be barriers to implementing change This affects planning because..... A Include a reflective account of the role of the practitioner in supporting the learning needs of children

Develop the information gathered for E1 and use your experiences to consider learning needs of children and show understanding of your practice in supporting the learning needs of children. Use this reflection to suggest appropriate ways you could develop your role as a practitioner when working with children. My role as a practitioner in meeting children's learning needs are to respect and value each individual child's learning needs as well as understanding them.

This will then allow me to provide different opportunities to individual children because each child has individual needs and wants in the way that they learn by. Another role of mine is to plan for stimulating activities which are high in challenge to allow them to develop and learn new skills and abilities. Having a challenging environment for children allows the children to extend their learning in various styles and ways. The Equal opportunity policy is also taken into consideration by all practitioners in the setting so that all children are treated equally with respect and can enjoy and achieve their full potential.

Staff ratio is also taken into account because we need enough staff in a setting to avoid accidents and keep all children safe and in a secure environment Bibliography: Books: Tassoni. Penny, Kate. Beith, Kath. Bulum and Harriet. Eldridge (2007) CACHE level 3 Child Care and Education 4th edition, London: Heinemann Marian. Beaver, Jo. Brewster, Sandy. Green, <https://assignbuster.com/unit-7-childcare-and-education-level-3-cache/>

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