STL1   Provide support for learning activities

UNIT SUMMARY

Who is this unit for?

This unit is for those who support the teacher in providing learning activities.

What is this unit about?

This unit is about the support provided to the teacher and pupils to ensure effective teaching and learning. It involves agreeing with the teacher what you will do to support planned learning activities, providing the agreed support and giving feedback to the teacher about how well the activity went.

The learning activities may be for individual pupils, groups of pupils or the whole class. However your contribution to supporting the learning activities is likely to involve you working only with individuals or small groups. The learning activities may be delivered in the classroom or any setting where teaching and learning takes place such as field studies, educational visits, extended hours provision and study support arrangements.

This unit contains three elements:

1.1   Support the teacher in planning learning activities

1.2   Support the delivery of learning activities

1.3   Support the teacher in the evaluation of learning activities

Linked units

STL6   Support literacy and numeracy activities

STL8   Use information and communication technology to support pupils' learning

STL11   Contribute to supporting bilingual/multilingual pupils

STL18   Support pupils' learning activities

STL23   Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

STL24   Contribute to the planning and evaluation of teaching and learning activities

STL1   Provide support for learning activities

Glossary of terms used in this unit

Difficulties   potential barriers and hindrances to your providing the
                               required support for the planned learning activities,
                               such as inadequate time or the need for additional
                               expertise and/or development

Feedback   providing the teacher with information about:

- the pupils' response to the learning activity

- the materials used

- your contribution to supporting the activity

Learning activities   the learning activities planned by the teacher for
                               individual pupils, groups of pupils, or the whole class.
                               The activities may relate to a single lesson or span
                               several lessons, for example, as part of a topic,
                               project or theme. They may be delivered in the
                               classroom or any setting where teaching and learning
                               takes place such as field studies, educational visits,
                               extended hours provision and study support
                               arrangements

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

Planning   deciding with the teacher what you will do, when, how
                               and with which pupils, to ensure that planned learning
                               activities are implemented effectively. The plan may
                               be recorded in writing by the teacher or yourself, or
                               just agreed verbally between you

STL1   Provide support for learning activities

1.1   Support the teacher in planning learning activities

Performance criteria

You need to:

P1   offer constructive and timely suggestions as to the support you can provide to a planned learning activity

P2   identify and explain any difficulties you may have in providing the support needed

P3   agree your role in implementing the learning activity

P4   make sure you are adequately prepared for your contribution to the learning activity

1.2   Support the delivery of learning activities

Performance criteria

You need to:

P1   provide support for the learning activity as agreed with the teacher

P2   obtain and use the agreed learning resources

P3   provide support as needed to enable pupils to follow instructions

P4   make yourself available and easy for pupils to approach for support

P5   use praise, commentary and assistance to encourage pupils to stay on task

P6   monitor pupil response to the learning activities

P7   provide support as needed to enable pupils to complete any follow-up tasks set by the teacher

P8   promptly seek assistance if you experience difficulties in supporting the learning activity as planned

STL1 Provide support for learning activities

1.3 Support the teacher in the evaluation of learning activities

Performance criteria

You need to:

P1 offer constructive feedback on the learning activity in discussion with the teacher

P2 identify and explain any difficulties you had in providing the support needed

P3 share your feedback with the teacher at an appropriate time and place, and in a way that maintains effective working relationships

P4 provide relevant information to contribute to the teacher's records and reports

STL1 Provide support for learning activities

Knowledge and understanding

You need to know and understand:

K1   the relationship between your own role and the role of the teacher within the learning environment

K2   your role and responsibilities for supporting pupils' learning and the implications of this for the sort of support you can provide

K3   the school policies for inclusion and equality of opportunity, and the implication of these for how you work with pupils

K4   your experience and expertise in relation to supporting learning activities and how this relates to the planned activities

K5   the objectives of the learning activities to be supported

K6   the importance of planning and evaluation of learning activities

K7   the basic principles underlying child development and learning; the factors that promote effective learning; and the barriers to effective learning

K8   strategies to use for supporting pupils' learning as individuals and in groups

K9   school policy on the use of praise, assistance, rewards and sanctions

K10 the sorts of problems that might occur when supporting learning activities and how to deal with these

K11 the importance of working within the boundaries of your role and competence and when you should refer to others

K12 how to give feedback in a constructive manner and in a way that ensures that working relationships are maintained

STL2   Support children's development (CCLD 203)

UNIT SUMMARY

Who is this unit for?

This unit is for those who work in a setting or service whose main purpose is to support the care, learning and development of children and young people in partnership with their families. The unit is suitable for those who assist in a setting, but do not normally have the final responsibility.

What is this unit about?

This unit is about the routine observation of children and young people's development in everyday work. It is a competence that requires knowledge and understanding of children and young people's development from 0 to 16 years and the ability to demonstrate competence with the children/young people you are working with. The competence covers observing children/young people, sharing observational findings, contributing to the implementation of activities to support development and contributing to planning to meet children and young people's needs.

This unit contains four elements:

2.1   Contribute to supporting children's physical development and skills

2.2   Contribute to supporting children's emotional and social development

2.3   Contribute to supporting children's communication and intellectual development

2.4   Contribute to planning to meet children's development needs

Linked units

STL9   Observe and report on pupil performance

STL10   Support children's play and learning

STL29   Observe and promote pupil performance and development

Origin of this unit

This unit is taken from the National Occupational Standards in Children's Care, Learning and Development where it appears as CCLD 203.

This unit is underpinned by the principles and values for the National Occupational Standards in Children's Care Learning and Development.

STL2   Support children's development

Glossary of terms used in this unit

Children	children or young people you work with, except where otherwise indicated
Communication	verbal and non-verbal
Creative play	this is where children and young people develop and communicate their own ideas, using art, design and technology, making things, music, dance and movement, imaginative play. Children and young people can express their creativity in every area of learning
Development	children and young people gaining skills and competence
Developmental needs	what children and young people require to move forward in their development
Families	including parents (fathers and mothers) and carers, extended and chosen families who contribute significantly to the well-being of individual children and young people and who may or may not have legal responsibility
Emotional responses	children and young people's expressions of feelings
Growth	growing in height and weight
Formative assessment	initial and ongoing assessment
Inclusion	a process of identifying, understanding and breaking down barriers to participation and belonging
Learning	children and young people obtaining new knowledge and understanding about something or acquiring a new skill or changing behaviour as a result of experience
Mental health	the strength and well-being of our minds
Observing	take notice, use available senses to find out and learn more about children and young people's development
Pattern of development	usual rate and sequence of development
Rate of development	usual timeframe in which development takes place
Sequence of development	usual order in which development occurs
Stereotyping	making judgements based on unfair views that you already hold rather than looking at the individual
Summative assessment	assessment that summarises findings
Toilet training	sensitively supporting children who are gaining control over their bowel and bladder

STL2   Support children's development

2.1   Contribute to supporting children's physical development and skills

Performance criteria

You need to:

P1   pay careful attention to children/young people, observing how they:
    a   move around the setting and co-ordinate their movements
    b   make use of space and large equipment
    c   manipulate and use small equipment

P2   make sure you share and record your findings accurately and in confidence, based on the requirements of your setting

P3   implement activities to support physical development that are appropriate to the age, needs and abilities of the children/young people, to include:
    a   use of large muscles
    b   use of small (fine movement) muscles
    c   using hand/eye co-ordination

P4   give children/young people time and opportunity to practise physical skills

2.2   Contribute to supporting children's emotional and social development

Performance criteria

You need to:

P1   pay careful attention to children/young people, observing how they:
    a   express their feelings and emotions
    b   relate to each other and to adults

P2   encourage children/young people's social development in play and everyday activities

P3   support children/young people's positive behaviour, according to the procedures of the setting, giving praise and encouragement as appropriate according to the child/young person's age, needs and abilities

P4   observe how confidently children/young people participate and make use of available opportunities to encourage children/young people's confidence and self-esteem

P5   encourage children/young people to make choices and take decisions for themselves

P6   provide a positive and encouraging environment

P7   make sure you share and record your findings accurately and in confidence, based on the requirements of your setting

STL2 Support children's development

2.3 Contribute to supporting children's communication and intellectual development

Performance criteria

You need to:

P1   pay careful attention to children/young people, observing how they:
- a   use play and imagination
- b   concentrate on activities
- c   memorise things
- d   pay attention to what is around them
- e   gain new information
- f   show their creativity

P2   implement activities that support intellectual development as appropriate to the age, needs and abilities of the children/young people

P3   pay careful attention to children/young people, observing how they:
- a   communicate verbally and non-verbally with adults and with each other
- b   use language, including speaking, listening, reading, writing
- c   respond and participate in language activities

P4   implement activities to support communication that are appropriate to the age, needs and abilities of the children/young people

P5   make sure you share and record your findings accurately and in confidence, based on the requirements of your setting

2.4 Contribute to planning to meet children's development needs

Performance criteria

You need to:

P1   consider carefully what you have found out about children/young people through your observations and how your findings can help with assessment and planning for children/young people

P2   participate in the assessment of children/young people's development

P3   contribute ideas and suggestions to support planning

STL2   Support children's development

Knowledge and understanding

You need to know and understand:

K1   the purpose of careful observation and noting what children/young people do and how they behave

K2   the importance of checking your observations of children/young people with others

K3   where to refer concerns you may have about children/young people's development

K4   the importance of confidentiality, data protection and sharing information, according to the procedures of your setting

K5   the role of play in development, ie. children and young people of all ages need to play in order to develop, learn and grow

K6   the kinds of influences that affect children/young people's development, such as their background, health or environment

K7   children and young people's development is holistic and each area is interconnected

K8   that children and young people develop at widely different rates, but in broadly the same sequence

K9   a basic outline of the expected pattern of children and young people's development. The pattern of development includes the order or sequence in which development takes place and the rate of development, to include:

- physical development

- communication and intellectual development

- social, emotional and behavioural development

in each of the age groups:

> birth–3 years
>
> 3–7 years
>
> 7–12 years
>
> 12–16 years

Select one of the following age ranges covering the age range you currently work with and provide knowledge evidence for the points listed

K10 how to support children's development from birth to 3 years. You need to know why and how to:

1   provide a warm, safe, secure and encouraging environment in partnership with families

2   make sure all the children you work with can take part equally, including those with disabilities and special educational needs

3   develop a close and loving relationship with the child, including appropriate physical contact

4   help the child cope with their feelings, positively encouraging emotional well-being

     5   support toilet training

     6   be supportive in your responses to children's behaviour, following the policies of your setting

     7   use everyday care routines and activities to support development

     8   provide hands-on activities allowing children to explore and manipulate materials

     9   identify activities and equipment to support children's play and early learning, including how these are used to best effect

   10 support children's early interest in numbers, counting, sorting and matching

   11 encourage children's creative play

   12 play with and alongside the child, sensitively supporting their play

   13 make sure children have quiet periods

   14 use different ways of communicating, including verbal and non-verbal, listening/watching, talking, pausing and turn taking in making sounds and 'conversations', making eye contact, singing, rhymes, and stories

   15 support children's early communication in bilingual or multilingual settings

   16 support children's early interest in reading and mark making

   17 contribute to an environment that supports children's physical skills and confidence in movement

K11 how to support children's development from 3 to 7 years. You need to know why and how to:

     1   provide a safe, secure and encouraging environment

     2   make sure all the children you work with can take part equally, including those with disabilities and special educational needs

     3   develop close and consistent relationships

     4   support children's emotional well-being, confidence and resilience

     5   be realistic, consistent and supportive in your responses to children's behaviour

     6   allow children to assess and take risks without over- or under-protecting them

     7   use appropriate activities, materials and experiences to support learning and development

     8   identify activities and equipment to support children's play, creativity and learning, including how these are used to best effect

     9   support children's interest in numbers, counting, sorting and matching

   10 play with and alongside the child, sensitively supporting their play

   11   use every opportunity to encourage children's communication and language development, such as talking, listening, making eye contact, singing, rhymes, and stories

   12 support children's communication in bilingual or multilingual settings

   13 support children's interest in reading, mark making and writing

   14 contribute to an environment that supports children's physical skills and confidence in movement

K12 how to support children's development from 7 to 12 years. You need to know why and how to:

1. provide a safe and encouraging environment

2. make sure that all children you work with can take part equally, including those with disabilities and special educational needs

3. give meaningful praise and encouragement

4. support emotional well-being, confidence and resilience

5. be a listening ear when needed

6. stand back and allow children to assess, take risks and face challenges for themselves, according to their abilities, needs and stage of development

7. provide opportunities for exploration and different experiences

8. identify activities and equipment to support children's play, creativity and learning, including how these are used to best effect

9. use every opportunity to encourage children's communication, literacy and language development

10. contribute to an environment that supports children's physical skills and confidence in movement

11. recognise and acknowledge children's particular needs as they enter puberty

K13 how to support young people's development from 12 to 16 years. You need to know why and how to:

1. provide an encouraging and safe environment that recognises approaching adulthood

2. make sure that all young people you work with can take part equally, including those with disabilities and special educational needs

3. give meaningful praise and encouragement

4. support emotional well-being, confidence and resilience

5. support opportunities for children to assess and take risks and face challenges, according to their abilities, needs and stage of development

6. be a listening ear when needed

7. support young people's development and learning by encouraging exploration and different types of experience

8. encourage positive communication, being available to support, listen and encourage

9. encourage creativity

10. recognise and acknowledge children's particular needs as they go through puberty and adolescence and become adults

11. contribute to an environment that supports young people's physical skills and confidence in movement

12. provide information for young people, when requested, about things that concern them

K14 support children/young people through transitions in their lives, for example:

    a   children aged 0 to 3 years coming into daycare, changing rooms, leaving parents

    b   children aged 3 to 7 years as they move between different settings and into school

    c   children aged 7 to 12 years as they move between different settings, such as moving to a new school

    d   young people aged 12 to 16 years for change, personal growth and moving on

STL3   Help to keep children safe (CCLD202)

UNIT SUMMARY

Who is this unit for?

This unit is for those who work in a setting or service whose main purpose is to support the care, learning and development of children and/or young people. The unit is suitable for you if you assist in a setting, but do not normally have the final responsibility. You will have day-to-day responsibility for maintaining a safe environment, contributing to the safety, safeguarding and protection of children/young people and ensuring risks and hazards are dealt with and reported promptly according to procedures.

What is this unit about?

This unit is about keeping children and young people safe during day-to-day work activities. The unit covers responding to accidents, emergencies and illness, and requires familiarity with and the ability to set in motion safety, safeguarding and welfare procedures, according to the policies and procedures of the setting.

This unit contains four elements:

3.1   Prepare and maintain a safe environment

3.2   Deal with accidents, emergencies and illness

3.3   Support the safeguarding of children from abuse

3.4   Encourage children's positive behaviour

Linked units

STL31   Prepare and maintain the learning environment

STL46   Work with young people to safeguard their welfare

STL59   Escort and supervise pupils on educational visits and out-of-school activities

Origin of this unit

This unit is taken from the National Occupational Standards in Children's Care, Learning and Development where it appears as unit CCLD 202.

This unit is underpinned by the principles and values for the National Occupational Standards in Children's Care Learning and Development.

STL3   Help to keep children safe

Glossary of terms used in this unit

Accidents	unforeseen events without apparent cause
Boundaries	limits
Children and young people	children and young people who you work with, except where otherwise stated
Environment	the place, setting or service where you work with children (can be outside the premises, if part of your work)
Hazards	something likely to cause harm
Manufacturer's instructions	information or instructions for use
Outings	visits outside the setting
Personal hygiene practices	keeping clean, eg. hand washing after using toilet, before food or cooking activity, cleaning teeth after meals
Procedures of setting	steps your setting says you must follow
Positive behaviour	behaviour that is welcomed and supports and affirms children
Qualified assistance	designated first aid officer or other designated person with responsibility for health and safety according to the circumstances
Risk	the seriousness of a hazard and its likelihood to cause harm
Safeguarding	includes protecting children from abuse and neglect alongside supporting their welfare
Waste	unwanted materials, soiled clothing, body fluids, dressings, cleaning cloths

STL3   Help to keep children safe

3.1   Prepare and maintain a safe environment

Performance criteria

You need to:

P1   use equipment, furniture and materials safely, conforming to the manufacturers' instructions and setting requirements

P2   check the environment, materials and equipment to ensure hygiene and safety at the start of, during and at the end of the session, reporting faults promptly

P3   recognise potential hazards in the setting and deal with these promptly, according to procedures

P4   deal with waste safely, according to the procedures of the setting

P5   supervise children/young people's safety appropriately and consistently, according to their age, needs and abilities

P6   encourage children/young people to be aware of personal safety and the safety of others

P7   encourage children/young people to develop good personal hygiene practices

P8   implement safety and security procedures at the start of the day/session and when children/young people leave

3.2   Deal with accidents, emergencies and illness

Performance criteria

You need to:

P1   remain calm and follow your organisation's procedures for accidents and emergencies, according to your role and responsibility

P2   call for qualified assistance as appropriate to the incident

P3   maintain the safety of the people involved

P4   provide reassurance and comfort to the people involved

P5   recognise when children/young people are ill and follow procedures

P6   follow reporting and recording procedures

STL3 Help to keep children safe

3.3 Support the safeguarding of children from abuse

Performance criteria

You need to:

P1 at all times follow the policies and procedures of your setting with regard to safeguarding and protecting children/young people

P2 report any signs and indicators of possible abuse, being sensitive to the child/young person and circumstances

P3 identify, report and record changes in behaviour and physical signs

P4 respond calmly and promptly to a child/young person's disclosure of abuse in a reassuring and supportive manner and according to the policies and procedures of the setting

P5 make clear to the child/young person that other people appropriate to the situation will have to be made aware of their disclosure

P6 encourage children/young people to be aware of their bodies and to protect themselves

3.4 Encourage children's positive behaviour

Performance criteria

You need to:

P1 support and encourage children/young people's positive behaviour, according to the policies and procedures of the setting

P2 praise and encourage children/young people

P3 allow children/young people to make choices

P4 work with children/young people to apply rules and boundaries consistently, appropriately and fairly, according to their age, needs and abilities

P5 deal sensitively with behaviour that challenges, according to the policies and procedures of the setting

P6 make sure your behaviour with children/young people is appropriate and respectful at all times

STL3   Help to keep children safe

Knowledge and understanding

You need to know and understand:

K1   setting's safety, safeguarding and protection and emergency procedures, what these are and why they must be followed, including controls on substances harmful to health and other key aspects of health and safety

K2   the laws governing safety in your home country, including the general responsibility for health and safety that applies to all colleagues and to employers

K3   the duty of all within the sector to safeguard children, including the difficulties in situations where your concerns may not be seen to be taken seriously or followed through when following normal procedures

K4   regulations covering manual handling and the risks associated with lifting and carrying children

K5   safety factors and recognised standards of equipment and materials for children. Importance of using equipment that is appropriate for the age, needs and abilities of the child. The importance of following manufacturers' guidelines

K6   routine safety checking and maintenance of equipment. Safe storage of hazardous materials and disposal of waste

K7   safe layout and organisation of rooms, equipment, materials and outdoor spaces

K8   how to adapt the environment to ensure safety for children and young people, according to their age, needs and abilities and taking into account disabilities or special educational needs, eg. keeping the floor tidy to limit hazards for children/young people with visual difficulties

K9   when and how to use safety equipment such as safety gates, socket covers, window and drawer catches, cooker guards, safety harnesses. Safety in respect of animals, plants, sand pits and outdoor spaces

K10   good hygiene practice: avoiding of cross infection, disposal of waste, food handling, handling body fluids. Issues concerning spread of HIV and AIDS virus and hepatitis

K11   familiarity with adult/child ratio requirements, according to regulatory and setting requirements

K12   how to supervise children/young people safely, modifying your approach according to their age, needs and abilities. The balances between safety and risk, and challenge and protection for children and young people

K13   policies and procedures of setting for responding to and recording accidents and emergencies. Basic first aid required in an emergency and how to apply it, recognition of and response to choking, unconsciousness, breathing difficulties, bleeding, anaphylactic shock, burns. Awareness of location and contents of first aid box. How to treat common minor injuries that may be dealt with on site, such as minor skin abrasions, cuts, bumps

K14   the importance of following instructions about children's diets carefully to avoid known allergic reactions, how you would recognise allergic reactions

K15   policies and procedures of setting to deal with children/young people's illness. How to recognise when children/young people are ill, including when they cannot communicate, eg. fever, rashes, headache, crying and breathlessness

K16   the emergency procedures within settings and the types of possible emergency. This must include:

    a   procedures for fires

    b   security incidents

    c   missing children or persons

K17   types and possible signs and indicators of child abuse: physical, emotional, sexual abuse, bullying and harassment, neglect and failure to thrive not based on illness. This must include:

    a   behavioural changes such as regression, withdrawal, excessive attention seeking, aggression and negative behaviour

    b   physical indicators such as unlikely bruising, burns, marks, genital irritation or damage, hunger, being dirty, lack of health care

K18   recognition that social factors, eg. substance abuse, may increase a child's vulnerability to abuse

K19   safe working practices that protect children/young people and adults who work with them

K20   ways to encourage children/young people to be aware of their own bodies and understand their right not to be abused, according to their age, needs and abilities. These may include:

    a   use of appropriate descriptive language

    b   activities involving discussion about their own bodies

K21   the importance of consistently and fairly applied boundaries and rules for children/young people's behaviour, according to their age, needs and abilities, and the avoidance of stereotyping

K22   how to respond to children/young people's challenging behaviour, according to their age, needs and abilities and in line with the policies and procedures of the setting

K23   the importance of encouraging and rewarding positive behaviour

K24   safety issues and concerns when taking children/young people out of the setting

K25   the legislation, guidelines and policies which form the basis for action to safeguard children and young people

STL4   Contribute to positive relationships (CCLD 201)

UNIT SUMMARY

Who is this unit for?

This unit is for those who work in a setting or service whose main purpose is to support the care, learning and development of children and young people. This unit is for those who assist in work with children and adults.

What is this unit about?

This unit is about interacting with and responding positively to children, young people and adults. It includes verbal and non-verbal communication skills involved when working with children and young people, and when dealing with adults, together with the importance of valuing people equally.

This unit contains four elements:

4.1   Interact with and respond to children

4.2   Interact with and respond to adults

4.3   Communicate with children

4.4   Communicate with adults

Linked units

STL5   Provide effective support for your colleagues

STL20   Develop and promote positive relationships

STL60   Liaise with parents, carers and families

STL62   Develop and maintain working relationships with other practitioners

This unit also links to all units involving interactions with children, young people and/or adults.

Origin of this unit

This unit is taken from the National Occupational Standards in Children's Care, Learning and Development where it appears as CCLD 201.

This unit is underpinned by the principles and values for the National Occupational Standards in Children's Care Learning and Development.

STL4 Contribute to positive relationships

Glossary of terms used in this unit

Adults   adults you meet at work. This will vary according to
                                  your role and responsibility, but may include one or
                                  more of: colleagues, visitors to the setting and
                                  members of children/young people's families

Children and young   children and young people who you work with, except
people   where otherwise stated

Listen   paying attention to what the child/young person or
                                  adult is communicating in order to respond
                                  appropriately. Listening includes negotiated and
                                  agreed alternative methods of communication in
                                  situations where there may be hearing difficulties

Language   includes signing, symbols and other non-verbal
                                  language

Positive relationships   relationships that benefit the children/young people
                                  and the children/young people's ability to participate in
                                  and benefit from the setting

STL4 Contribute to positive relationships

4.1 Interact with and respond to children

Performance criteria

You need to:

P1 show children/young people you are paying attention and listening to them

P2 use a considerate and sympathetic approach whilst paying attention and listening to children/young people

P3 allow children/young people to express themselves in their own time, using their own words or alternative communication

P4 ensure that all children/young people are allowed to express themselves and are acknowledged

P5 accept and acknowledge children/young people's expression of feelings

P6 ask children/young people questions to confirm your understanding of their language and expressions

4.2 Interact with and respond to adults

Performance criteria

You need to:

P1 give adults your full attention when they are communicating with you

P2 demonstrate that you have understood them

P3 respond confidently, in a way which shows you have listened to their views with care and attention

P4 clarify any misunderstandings

P5 make suggestions and give information when requested

STL4   Contribute to positive relationships

4.3   Communicate with children

Performance criteria

You need to:

P1   communicate clearly, in ways that the child/young person will understand

P2   use language and actions that show children/young people that their views, feelings and opinions have been listened to with care and attention

P3   help children/young people to express their needs and make choices

P4   demonstrate your understanding of children/young people's preferred ways of communicating

P5   encourage children/young people to use different communication methods

P6   model positive communication skills for children/young people

4.4   Communicate with adults

Performance criteria

You need to:

P1   approach adults with courtesy and respect, using preferred names

P2   value adults' individual needs and preferences

P3   exchange information with adults in line with agreed practice

P4   use communication methods that are appropriate to adults

P5   adapt the ways in which you communicate when difficulties are experienced

STL4   Contribute to positive relationships

Knowledge and understanding

You need to know and understand:

K1   the importance of giving children and young people full attention when listening to them and how you demonstrate this through body language, facial expression, speech and gesture

K2   why it is important to give all children and young people the opportunity to be heard and how you do this in a group

K3   an outline of how children and young people's communication skills develop within the age range 0–16 years

K4   why it is important to give children and young people sufficient time to express themselves in their own words

K5   why it is important to help children and young people make choices and how you can assist them to do this

K6   the key features of effective communication and why it is important to model this when interacting with adults, children and young people

K7   the main differences between communicating with adults and communicating with children and young people

K8   how to demonstrate that you value adults' views and opinions and why it is important to the development of positive relationships

K9   communication difficulties that may exist and how these can be overcome

K10   how to cope with disagreements with adults

K11   why it is important to reassure adults of the confidentiality of shared information and the limits of this

K12   organisational policy regarding information exchange

K13   the importance of communicating positively with children, young people and families

K14   how children and young people's ability to communicate can affect their behaviour

STL5   Provide effective support for your colleagues

UNIT SUMMARY

Who is this unit for?

This unit is for those who work with others to support teaching and learning in schools. It covers your role in contributing to effective teamwork and improving your own performance.

What is this unit about?

This unit is about being an effective member of the school staff. It involves working effectively with colleagues and taking an active role in developing your own skills and expertise.

This unit contains two elements:

5.1   Maintain working relationships with colleagues

5.2   Develop your effectiveness in a support role

Linked units

STL4   Contribute to positive relationships

STL20   Develop and promote positive relationships

STL21   Support the development and effectiveness of work teams

STL22   Reflect on and develop practice

STL62   Develop and maintain working relationships with other practitioners

STL5   Provide effective support for your colleagues

Glossary of terms used in this unit

Colleagues   people with whom you work on a regular or occasional basis, for example:

  • teachers

  • other learning support staff

  • other adults working in the school as employed staff or voluntary helpers

  • people from outside the school such as educational psychologists, speech and language therapists, local authority advisers

Confidentiality   only providing information to those who are authorised to receive it

Development opportunities   the people, resources and other opportunities available to you to help you develop your skills, for example:

  • training programmes

  • mentor

  • coaching

  • learning resources such as computer-based programmes, books, open and distance learning programmes

  • support networks within the school or across schools

Personal development objectives   your agreed priorities for learning and development including, where relevant, personal ICT skills

Support   the time, resources and advice that you give to colleagues and their activities and those that colleagues give to you and your activities

STL5   Provide effective support for your colleagues

5.1   Maintain working relationships with colleagues

Performance criteria

You need to:

P1   provide consistent and effective support for colleagues in line with the requirements and responsibilities of your role

P2   communicate openly and honestly with your colleagues

P3   meet your commitments to colleagues effectively and in accordance with your overall work priorities

P4   keep your colleagues informed about aspects of your work and schedule which may affect the support you can offer them

P5   contribute suggestions, ideas and information to benefit colleagues and improve team working

P6   address and handle in a constructive manner any issues in your relationship with colleagues which can be resolved by your own actions

P7   seek appropriate advice and guidance in dealing with any issues in your working relationships which cannot be resolved

P8   comply with all requirements and expectations for confidentiality of information

STL5   Provide effective support for your colleagues

5.2   Develop your effectiveness in a support role

Performance criteria

You need to:

P1   maintain an up-to-date understanding of the requirements of your role and responsibilities

P2   reflect on your practice to identify achievements, strengths and weaknesses

P3   seek and take account of constructive feedback on your performance from competent others

P4   take an active part in identifying and agreeing personal development objectives which are:

    a   specific

    b   measurable

    c   achievable

    d   realistic

    e   time-related

P5   undertake agreed development actions conscientiously and within the required timescale

P6   make effective use of the development opportunities available to you

STL5   Provide effective support for your colleagues

Knowledge and understanding

You need to know and understand:

K1   school expectations and requirements about your role and responsibilities as set out in your job description

K2   the roles and responsibilities of colleagues with whom you work and how these relate to your own role and responsibilities

K3   basic principles underlying effective communication, inter-personal and collaborative skills

K4   the lines and methods of communication that apply within the school setting

K5   the meetings and consultation structures within the school

K6   school expectations and procedures for fostering good working relationships, promoting team work and partnerships with colleagues

K7   the differences between work relationships and personal relationships and how work relationships can be maintained effectively

K8   why team discussions are important and why you should contribute constructively to them

K9   the importance of respecting the skills and expertise of other practitioners

K10   why it is important to continuously improve your own work

K11   how to reflect on and evaluate your own work

K12   the importance of taking feedback from colleagues into account when evaluating your own practice

K13   the formal and informal staff appraisal/performance review opportunities available to you and how you can contribute to and benefit from these

K14   the sorts of development opportunities available to you and how to access these

STL6 Support literacy and numeracy activities

UNIT SUMMARY

Who is this unit for?

This unit is for those who provide support for literacy and numeracy activities. It covers the support given to pupils to make sure they are able to contribute to, and benefit from, learning activities designed to promote literacy or numeracy development.

What is this unit about?

This unit is about working under the direction of the teacher to help pupils to participate in whole class, group and individual learning activities for literacy/numeracy development. It involves discussing with the teacher how the learning activities are to be organised, and what your particular role will be, providing the agreed support and giving feedback to the teacher about how well the activities went and how the pupil(s) responded to them.

This unit contains two elements:

6.1   Support pupils with activities to develop literacy skills

6.2   Support pupils with activities to develop numeracy skills

Linked units

STL1   Provide support for learning activities

STL2   Support children's development

STL10   Support children's play and learning

STL11   Contribute to supporting bilingual/multilingual pupils

STL25   Support literacy development

STL26   Support numeracy development

STL33   Provide literacy and numeracy support to enable pupils to access the wider curriculum

STL6 Support literacy and numeracy activities

Glossary of terms used in this unit

Literacy
literacy unites the important skills of reading, writing, speaking/talking and listening

Numeracy
a proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered, by counting and measuring, and is presented in graphs, diagrams and tables

Support
using strategies and techniques for promoting pupils' learning, for example:

- prompting shy or reticent pupils

- translating or explaining words and phrases

- reminding pupils of teaching points made by the teacher

- modelling correct use of language and vocabulary

- ensuring that pupils understand and follow the teacher's instructions

- helping pupils to use resources relevant to the learning activity

Pupils
the pupils you work with when working:

- on their own

- in small groups

- as part of a class group

STL6 Support literacy and numeracy activities

6.1 Support pupils with activities to develop literacy skills

Performance criteria

You need to:

P1 obtain information from the teacher about:
- a the teaching and learning objectives of the activity
- b the literacy needs of the pupils you will be working with
- c individual learning targets for the pupils
- d your role in supporting the learning activity

P2 support pupils in activities to develop their:
- a reading skills
- b writing skills
- c speaking/talking and listening skills

P3 offer the required types of support as and when needed by the pupils

P4 give encouragement and feedback using language and vocabulary which the pupils are likely to understand

P5 seek assistance if you experience difficulties in supporting the learning activity as planned

P6 provide the teacher with relevant feedback on:
- a the progress of the activity
- b the pupils' response to the activity
- c progress in meeting learning targets

STL6   Support literacy and numeracy activities

6.2   Support pupils with activities to develop numeracy skills

Performance criteria

You need to:

P1   obtain information from the teacher about:
    a   the teaching and learning objectives of the activity
    b   the numeracy needs of the pupils you will be working with
    c   individual learning targets for the pupils
    d   your role in supporting the learning activity

P2   support pupils in a range of activities to develop different numeracy skills as defined by the relevant curriculum or framework for your country

P3   offer the required types of support as and when needed by the pupils

P4   give encouragement and feedback using language and vocabulary which the pupils are likely to understand

P5   use, and encourage pupils to use, the appropriate mathematical vocabulary

P6   seek assistance if you experience difficulties in supporting the learning activity as planned

P7   provide the teacher with relevant feedback on:
    a   the progress of the activity
    b   the pupils' response to the activity
    c   progress in meeting learning targets

STL6   Support literacy and numeracy activities

Knowledge and understanding

You need to know and understand:

K1   the school policies for mathematics and English, Welsh or language as appropriate to the setting

K2   the literacy and numeracy skills expected of the pupils with whom you work

K3   how pupils develop reading, writing, speaking/talking and listening skills, and the factors that promote and hinder effective learning

K4   the interactive use of speaking/talking, listening, reading and writing to promote literacy development in pupils

K5   how pupils develop mathematical skills and the factors that promote and hinder effective learning

K6   the nature of any special educational needs or additional support needs of pupils with whom you work and the implications of these for helping them to develop:
   a   language and literacy skills
   b   mathematical knowledge, understanding and skills

K7   how to encourage and support bilingual pupils to participate in learning activities to develop literacy and numeracy skills

K8   the strategies and resources used at your school for developing pupils':
   a   reading skills
   b   writing skills
   c   speaking/talking and listening skills
   d   mathematical knowledge, understanding and skills

K9   how to use praise and assistance to maintain the pupils' interest in and enthusiasm for understanding and using the full range of literacy and numeracy skills

K10   the sorts of problems that might occur when supporting literacy and numeracy activities with individuals and groups

K11   the importance of working within the boundaries of your role and competence and when you should refer to others

STL7   Support the use of information and communication technology for teaching and learning

UNIT SUMMARY

Who is this unit for?

This unit is for those who help with the setting up and use of ICT resources to support teaching and learning.

What is this unit about?

This unit is about making sure that ICT resources are available and ready to use when required and helping the teacher and/or pupils to use the resources safely and effectively.

This unit contains two elements:

7.1   Prepare ICT resources for use in teaching and learning

7.2   Support the use of ICT resources for teaching and learning

Linked units

STL8   Use information and communication technology to support pupils' learning

STL56   Monitor and maintain curriculum resources

STL7 Support the use of information and communication technology for teaching and learning

Glossary of terms used in this unit

Checking the availability	making sure that ICT resources are both functional and available when and where required. This may necessitate booking equipment that is shared across a number of classrooms in the school or checking equipment that is kept within the classroom for use as required
ICT resources	a range of different equipment and technological devices, such as programmable toys, telephones, videos, timers, keyboards, keypads, computers, software, digital cameras, interactive whiteboards. The use of learning technologies in schools is changing rapidly and these standards are intended to encompass new and emerging technologies as they become available
ICT skills	the ability to operate ICT resources safely and effectively as a learning resource. In helping pupils to develop skills in the use of ICT, you will be helping them to develop:

- basic user skills
- the use of appropriate software packages
- skills in accessing and using learning programmes
- ways of accessing information
- their use of electronic communication

STL7   Support the use of information and communication technology for teaching and learning

7.1   Prepare ICT resources for use in teaching and learning

Performance criteria

You need to:

P1   confirm the requirements for ICT resources with the teacher

P2   check the availability of the required ICT resources and promptly inform the teacher of any problems with obtaining the resources needed

P3   follow the manufacturers' and safety instructions for setting up ICT resources

P4   make sure that there is ready access to accessories, consumables and information needed to use ICT resources effectively

P5   confirm that the ICT equipment and software are appropriate for the pupils

P6   check that the equipment is switched on, ready and safe for use when needed

P7   check and maintain screening devices to prevent access to unsuitable material via the internet when appropriate

P8   promptly report any faults with ICT resources to both the teacher and the person responsible for arranging maintenance or repair

P9   ensure that any faulty equipment is isolated from any power source, appropriately labelled and made safe and secure

STL7   Support the use of information and communication technology for teaching and learning

7.2   Support the use of ICT resources for teaching and learning

Performance criteria

You need to:

P1   operate ICT resources correctly and safely when asked to do so

P2   give clear guidance and instructions on the use of ICT resources by others

P3   give support as needed to help pupils develop skills in the use of ICT

P4   provide an appropriate level of assistance to enable pupils to experience a sense of achievement, maintain self-confidence and encourage self-help skills in the use of ICT

P5   monitor the safe use of ICT resources, including internet access, and intervene promptly where actions may be dangerous

P6   regularly check that equipment is working properly and promptly report any faults to the appropriate person

P7   use only approved accessories and consumables

P8   make sure that ICT resources are left in a safe condition after use

P9   make sure that ICT resources are stored safely and securely after use

STL7   Support the use of information and communication technology for teaching and learning

Knowledge and understanding

You need to know and understand:

K1   the potential learning benefits of using ICT in different ways to support learning

K2   the sorts of ICT resources available within the school and where they are kept

K3   school procedures for booking or allocating ICT resources for use in the classroom

K4   the location and use of accessories, consumables and instructions/information texts

K5   who to report equipment faults and problems to and the procedures for doing this

K6   operating requirements and routines for different ICT resources with which you work

K7   relevant legislation, regulations and guidance in relation to the use of ICT, eg. copyright, data protection, software licensing, child protection

K8   the importance of health, safety, security and access

K9   the specific requirements to ensure the learning environment is accessible and safe for pupils using ICT resources

K10 the school policy for use of ICT in the classroom including virus controls and access to the internet

K11 safeguarding issues for pupils who access the internet

K12 how to use screening devices to prevent access to unsuitable material via the internet

K13 how to provide clear instructions and guidance on the use of ICT resources

K14 how to use the software and learning programmes used by the pupils with whom you work

K15 how to select and use learning packages to match the age and development levels of the pupils with whom you work

K16 useful online and offline resources that support appropriate use of ICT

K17 the range of ICT skills needed by pupils and what can be expected from the age group with which you work

K18 how to adapt the use of ICT for pupils of different ages, gender, needs and abilities

K19 the types of support pupils may need to use ICT effectively and how to provide this support

K20   the importance of pupils having time to explore and become familiar with ICT activities and equipment

K21   how to support the development of ICT skills in pupils

K22   how to promote independence in the use of ICT resources by pupils

K23   risks associated with ICT resources and how to minimise them

K24   the sorts of problems that might occur when supporting pupils using ICT and how to deal with these

K25   school requirements and procedures for storage and security of ICT resources

K26   as ICT is a rapidly developing and changing area, how you will keep up to date in order to ensure you provide the best support and opportunities for pupils' learning through ICT

STL8 Use information and communication technology to support pupils' learning

UNIT SUMMARY

Who is this unit for?

This unit is for those who work under the direction of a teacher to support pupils' learning using information and communication technology (ICT).

What is this unit about?

This unit is about using ICT to promote pupils' learning. It involves preparing for using ICT within the teaching and learning programme, supporting pupils to use ICT resources, and evaluating the effectiveness of ICT in promoting pupils' learning.

This unit contains two elements:

8.1   Prepare for using ICT to support pupils' learning

8.2   Support pupils' learning through ICT

Linked units

STL1   Provide support for learning activities

STL7   Support the use of information and communication technology in the classroom

STL18   Support pupils' learning activities

STL23   Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

STL24   Contribute to the planning and evaluation of teaching and learning activities

Personal IT skills are covered in relevant national occupational standards for supporting teaching and learning in schools and can also be achieved through the IT User standards and qualifications, or key and core skills in information technology as appropriate.

STL8 Use information and communication technology to support pupils' learning

Glossary of terms used in this unit

Equality of access   ensuring that discriminatory barriers to access are removed and allowing for pupils' individual needs in terms of access to ICT, eg. taking action to ensure that girls participate equally with boys

ICT resources   a range of different activities, equipment and technological devices, such as programmable toys, telephones, videos, timers, keyboards, keypads, computers, software, digital cameras, interactive whiteboards. The use of learning technologies in schools is changing rapidly and these standards are intended to encompass new and emerging technologies as they become available

Relevant people   people with a need and right to have information about pupils' participation and progress. This will include the teacher responsible for the pupils but may also include others such as school leaders, other support staff, ICT coordinator and/or instructor. Information sharing must always adhere to the school's confidentiality policy

Use ICT   includes the use of ICT:

- to develop pupils' ICT skills

- to enhance subject teaching and learning

STL8   Use information and communication technology to support pupils' learning

8.1   Prepare for using ICT to support pupils' learning

Performance criteria

You need to:

P1   identify and agree with the teacher the opportunities for using ICT to support pupils' learning within the overall teaching programme

P2   discuss and agree with the teacher the criteria for ICT resources to ensure the appropriateness for all pupils with whom you work

P3   explore and evaluate available ICT resources and consider how these can be integrated into the planned teaching and learning programme

P4   plan to use ICT to support learning in ways that are stimulating and enjoyable for pupils, according to their age, needs and abilities

P5   identify sources of ICT materials which meet the needs of the pupils and the teaching and learning programme

P6   ensure a range of ICT materials are available which meet the needs of all pupils including those with learning difficulties, bilingual pupils and gifted and talented pupils

P7   adapt ICT materials as necessary to meet the needs of the learning objectives and pupils' age, interests and abilities within copyright and licence agreements

P8   discuss and agree with the teacher how pupils' progress will be assessed and recorded

STL8   Use information and communication technology to support pupils' learning

8.2   Support pupils' learning through ICT

Performance criteria

You need to:

P1   ensure the learning environment meets relevant health, safety, security and access requirements

P2   integrate ICT into learning activities, providing the required adult support

P3   engage pupils in ICT activities by providing interesting and stimulating opportunities and challenges

P4   allow pupils time to explore and become familiar with ICT activities and equipment

P5   encourage pupils to use ICT to solve problems, work collaboratively and find out new information

P6   support pupils to use ICT materials and resources effectively to advance their learning

P7   ensure that all the pupils have equality of access to ICT provision, encouraging those who may be reluctant to participate

P8   monitor how pupils are responding to ICT programmes and materials to ensure that the programmes and material match the pupils' abilities and learning styles

P9   monitor pupil participation and progress and make judgements about how well pupils are participating in activities and the progress they are making

P10   modify teaching and/or learning methods, if necessary, to ensure pupils continue to be engaged and included in, and benefit from, planned activities

P11   take appropriate action to resolve any problems in supporting pupils using ICT

P12   evaluate and provide feedback to relevant people on:
    a   pupils' participation and progress
    b   the effectiveness of ICT in supporting pupils' learning
    c   the effectiveness of ICT programmes and materials in meeting learning objectives for pupils with a diverse range of needs and abilities

STL8   Use information and communication technology to support pupils' learning

Knowledge and understanding

You need to know and understand:

K1   the school's ICT policy

K2   the potential learning benefits of using ICT in different ways to support learning

K3   how good quality ICT provision promotes pupils' physical, creative, social and emotional and communication development alongside their thinking and learning

K4   the relevant school curriculum and age-related expectations of pupils in the subject/curriculum area and age range of the pupils with whom you are working

K5   the contribution that ICT can make to meeting the planned teaching and learning objectives

K6   ways of selecting good quality ICT resources that encourage positive learning for pupils by applying selection criteria, eg. allows the pupil to be in control, has more than one solution, not violent or stereotyped, stimulates pupils' interests

K7   the range of ICT materials from different sources

K8   how to identify the benefits of ICT materials and sources of information and advice

K9   the school's policy and procedures for obtaining, adapting and using ICT programmes and materials

K10 the school's ethical code and/or equality of opportunities policies to ensure the suitability of ICT programmes and materials obtained

K11 how to adapt the use of ICT for pupils of different ages, gender, needs and abilities

K12 tools and techniques for adapting ICT programmes and materials

K13 the need to comply with copyright and licensing agreements for different ICT materials

K14 how to use ICT to advance pupils' learning, including those with special educational needs or additional support needs, bilingual pupils and gifted and talented pupils

K15 the importance of having high expectations of pupils and how this is demonstrated through your practice

K16 strategies for gathering information on pupil learning and progress through ICT, and how to plan for and use these in teaching and learning activities

K17 the importance of health, safety, security and access

K18 the specific requirements to ensure the learning environment is accessible and safe for pupils using ICT resources

K19 how to use screening devices to prevent access to unsuitable material via the internet

K20 safeguarding issues for pupils who access the internet

K21 how pupils use ICT as a tool to support learning in many curriculum areas and in doing this what they learn about ICT as a subject in its own right

K22 how to select and use appropriate teaching and learning methods to develop pupils' ICT skills and enhance subject teaching and learning

K23 the types of support pupils may need to use ICT effectively and how to provide this support

K24 the importance of pupils having time to explore and become familiar with ICT activities and equipment

K25 how ICT can be used to assist implementation of equality of opportunity, inclusion and widening participation policy and practice

K26 how to monitor and promote pupil participation and progress in learning through ICT

K27 the sorts of problems that might occur when supporting pupils using ICT and how to deal with these

K28 how to evaluate the effectiveness and suitability of ICT resources and materials for promoting pupils' learning

K29 useful online and offline resources that support appropriate use of ICT

K30 as ICT is a rapidly developing and changing area how you will keep up to date in order to ensure you provide the best support and opportunities for pupils' learning through ICT

STL9 Observe and report on pupil performance

UNIT SUMMARY

Who is this unit for?

This unit is for those who contribute to the assessment of pupils by teachers. It involves working under the direction of the teacher to observe pupil performance and reporting the results of the observations to the teacher.

What is this unit about?

This unit is about carrying out, and reporting on, systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development.

This unit contains two elements:

9.1   Observe pupil performance

9.2   Report on pupil performance

Linked units

STL2   Support children's development

STL29   Observe and promote pupil performance and development

STL9   Observe and report on pupil performance

Glossary of terms used in this unit

Facilitative techniques   the methods used to encourage pupils to participate fully in tasks and activities designed to elicit the appropriate behaviours, eg. prompting, questioning, suggesting activities

Formats   the way in which the results of observations are recorded and presented. The format used might be designed to provide one-off information specific to the particular observation objectives or might be part of an on-going system specified by the teacher, or school policy and procedures for monitoring pupil performance. The formats used could include:

- free description of pupil performance

- structured description of pupil performance against agreed headings or in response to pre-determined questions

- a checklist of expected behaviours

- specific forms/records specified by the teacher and/or school policy and procedures

Observations   systematically watching pupils engaged on tasks and activities designed to elicit specific behaviours. Observations may be carried out on:

- individual pupils working on their own

- individual pupils working as part of a group

- groups of pupils working together

Performance   the pupils' skills and behaviours to be observed, for example:

- social and emotional skills, eg. how they relate and respond to others

- language and communication skills, eg. how they use and understand language structures and vocabulary

- intellectual and cognitive skills, eg. how they interpret and apply concepts and knowledge

- physical abilities and skills, eg. how well they can manipulate objects

Tasks and activities   the things that the pupils will be asked to do so that you can observe their performance. The tasks and activities used for observation could include:

- normal learning activities

- formal test items to be administered in a controlled way

- presentation of a specified task with verbal instructions such as "draw me a man/woman", "measure the height of the cupboard", "kick the ball"

STL9   Observe and report on pupil performance

9.1   Observe pupil performance

Performance criteria

You need to:

P1   clarify and confirm with the teacher:
-    a   the reasons and objectives for observing pupils' performance
-    b   which pupils are to be observed
-    c   the observation methods to be used
-    d   which tasks and activities will be used to observe the pupils' performance

P2   establish and maintain rapport with the pupils and use observation methods appropriately, to maximise the pupils' cooperation

P3   arrange the environment and other circumstances within observation periods to minimise distractions and interruptions

P4   use facilitative techniques that are consistent with the objectives of the observations

P5   carry out observations and recordings unobtrusively and with minimum disturbance and disruption to the pupils' natural patterns of behaviour

P6   promptly, accurately and legibly complete recordings from observations in the required format

9.2   Report on pupil performance

Performance criteria

You need to:

P1   present the results of your observations in the appropriate format to assist the evaluation of evidence relating to the pupils' stage of development

P2   present evidence which accurately reflects the information gained from your observations and recordings

P3   clearly explain and justify your evidence of pupil performance to the teacher

P4   answer any queries or questions relating to your observations

P5   observe school policies and procedures for confidentiality of information about pupils

STL9   Observe and report on pupil performance

Knowledge and understanding

You need to know and understand:

K1   the basic principles of how children and young people develop

K2   the range of behaviours which might be expected of the age and stage of development of pupils with whom you work

K3   how and why to record features of the context and off-task behaviours when making observations of pupils' performance on specific tasks and activities

K4   potential sources of distractions and disruptions during observations of pupils and how to minimise these

K5   how to tailor instructions and requests to pupils to match their age and stage of development

K6   the basic concepts of reliability, validity and subjectivity of observations

K7   the various roles that observers might play in enabling pupils to demonstrate their full potential

K8   possible cultural, social and gender based influences on pupils' responses to being observed

K9   the protocols to be observed when observing pupils

K10   how to summarise and present information from observations of pupil performance

K11   the importance of confidentiality, data protection and sharing information, according to the procedures of your setting

STL10   Support children's play and learning (CCLD 206)

UNIT SUMMARY

Who is this unit for?

This unit is for those who work in a setting or service whose main purpose is to support the care, learning and development of children. The unit is suitable if you work as an assistant supporting children's play and learning in a school.

What is this unit about?

This unit is about supporting children's learning through play. Although the unit was developed for work with young children in their pre-school years and in play-based early education it is also applicable to working with children in the early years of formal education in schools.

This unit contains five elements:

10.1   Participate in activities to encourage communication and language

10.2   Provide opportunities for children's drama and imaginative play

10.3   Encourage children to be creative

10.4   Support physical play

10.5   Encourage children to explore and investigate

Linked units

STL2   Support children's development

STL15   Support children and young people's play

STL27   Support implementation of the early years curriculum

STL28   Support teaching and learning in a curriculum area

STL54   Plan for and support self-directed play

Origin of this unit

This unit is taken from the National Occupational Standards in Children's Care, Learning and Development where it appears as CCLD 206.

This unit is underpinned by the principles and values for the National Occupational Standards in Children's Care Learning and Development.

STL10   Support children's play and learning

Glossary of terms used in this unit

Appropriate activities for fine motor skills	appropriate activities for the children concerned: these could include sewing, threading, use of scissors, small construction
Appropriate language (to enhance children's communication skills and learning)	questions that give children opportunities for a range of different responses; modelling correct use of language; using opportunities for specific types of language to enhance areas of learning such as mathematical, exploration/investigation or children's personal development
Community resources	resources found in the local community, such as parks, allotments, libraries, people and organisations
Children	the children you work with, except where otherwise stated
Play	play is activity children are motivated to do from within themselves: • it is freely chosen • children play in their own chosen way
Creativity and creative play	this is where children develop and communicate their own ideas using art, design, making things, music, dance and movement. Children can express their creativity in every area of play and learning
ICT	information and communication technology
Imaginative play/drama/ role play	pretending, includes role play, ie. acting the role of another person either alone or in groups, acting out difficult scenarios, can be drama activities with or without adult support
Objects of interest	any objects that interest children and can extend their learning, eg. fossils or stones, living things such as insects, food items
Physical play	play focusing on movement of the body
Props	objects and materials children use to support their imaginative play or drama, eg. dressing-up clothes, dolls, puppets, masks
Themes	an idea or subject that is continued through a range of activities

STL10   Support children's play and learning

10.1 Participate in activities to encourage communication and language

Performance criteria

You need to:

P1   take time to communicate with children during everyday activity and routines

P2   use music, movement, rhythm and games to encourage communication

P3   use eye contact, body movement and voice effectively to encourage children's attention and participation

P4   use appropriate language to enhance children's communication skills and learning

P5   use role play effectively to encourage, support and model language and communication

P6   make sure what you do is suitable for the children's age, needs and abilities

10.2 Provide opportunities for children's drama and imaginative play

Performance criteria

You need to:

P1   contribute to providing a range of materials, equipment and props to support drama and imaginative play

P2   select equipment and materials in collaboration with children that extends awareness of their own and other cultures

P3   encourage children to avoid stereotyping within their drama and imaginative play

P4   encourage children to explore the feelings and roles of others through drama and imagination

P5   support opportunities for children's drama and imaginative play to flow freely without adult intervention unless requested by the children or when additional props or ideas are required

P6   make sure what you do is suitable for the children's age, needs and abilities

STL10 Support children's play and learning

10.3 Encourage children to be creative

Performance criteria

You need to:

P1 provide a range of materials, equipment and props to support creativity following the children's interests and setting requirements

P2 encourage children's involvement in creative activity and play with sand, water and other basic materials

P3 encourage participation in:
  a mark making
  b painting
  c drawing
  d modelling
  e printing

P4 make sure what you do is suitable for the children's age, needs and abilities

P5 help display children's work in ways that encourage them and support their self-esteem

10.4 Support physical play

Performance criteria

You need to:

P1 encourage and support all children to participate in physical play enabling an appropriate element of risk and challenge within their play, according to their age, needs and abilities

P2 enable children to assess own risk in their physical play

P3 encourage children to take part in physical play using their whole bodies by providing interesting and stimulating opportunities

P4 use available space effectively

P5 give children opportunities to develop their fine motor skills by providing appropriate activities and experiences

P6 safely supervise children's physical play without over- or under-protecting them

P7 encourage children to take turns and consider others

STL10   Support children's play and learning

10.5   Encourage children to explore and investigate

Performance criteria

You need to:

P1   examine and display objects of interest with children taking the opportunities offered to enhance children's learning

P2   help children to use indoor and outdoor areas

P3   find out about community resources to encourage children to explore and investigate

P4   engage children's curiosity by providing interesting and stimulating activities and experiences and by showing your own interest in exploring and investigating

P5   help children to use ICT as part of their exploration and investigation

P6   use activities to engage children's curiosity, making sure that activities are carefully prepared, safe, and that children are supported appropriately

P7   make sure the environment is safe and organised in ways that are child-friendly and enable children to explore and investigate freely

P8   make sure what you do is suitable for the children's age, needs and abilities

STL10   Support children's play and learning

Knowledge and understanding

You need to know and understand:

K1   how to support children's communication, intellectual development and learning in your setting

K2   how to support children's play and communication development in bilingual and multilingual settings and where children learn through an additional language

K3   a basic outline of the expected pattern of children's physical, communication and intellectual, social, emotional and behavioural development for the age group with which you are working

K4   how the activities and experiences for children and babies and children under three years relates to formal curriculum frameworks and frameworks for babies and young children in your home country

K5   the importance of play in children's learning and development

K6   types of music, movement, songs and games to encourage communication that are appropriate for the children with whom you work

K7   how to use ICT to support play and learning

K8   appropriate language to use to encourage children's communication and learning to include: benefits of open-ended questions, the use of language to extend learning, such as use of mathematical language or encouraging children to question

K9   the scope and benefits of play where children use their imagination to make one thing stand for another and to play out different roles

K10   how drama and imaginative play can be used to encourage children's learning, including the types of materials, equipment and props that support this area of play

K11   recognising that children will play out roles they see at home and in the world around them and the need for sensitivity in dealing with stereotypes

K12   why it is necessary for children's imaginative play to flow freely and with minimal adult intervention, whilst recognising that sometimes sensitive intervention may be necessary to move the play along

K13   the importance of encouraging creativity and the scope of activities involved

K14   how you would display children's work to its best effect

K15   how to support children's confidence and self-esteem when they make and create things, making sure that the emphasis is on the process of creating something rather than the end product

K16   suitable activities for the development of children's fine and gross motor skills

K17   how physical play can help children to assess risk in a safe and controlled environment

K18   the benefits to children of physical play and exercise and the need for sensitivity in dealing with those who find it more difficult to participate

K19   the kind of objects that engage children's interest at different ages and with different needs and abilities

K20   the benefits to children's learning of grouping together objects with similar characteristics and learning to sort and classify

K21   the benefits to children's learning of knowing about their own background and community

K22   how to provide a stimulating environment and not stifle children's curiosity, problem solving and exploration

K23   the importance and scope of practical daily activities such as cooking and gardening to enhance children's learning

K24   how you set up activities to help children learn and the most effective types of activities, toys, equipment and experiences

K25   how to lay out furniture and equipment to make the best use of space and help children gain access to play and learning activities

K26   the use of everyday routines to support play and learning

STL11 Contribute to supporting bilingual/multilingual pupils

UNIT SUMMARY

Who is this unit for?

This unit is for those who contribute to supporting pupils whose first language is different to that used to deliver the curriculum. It is suitable for those who provide support for English as an additional language (EAL), or Welsh or Gaeilge as a second language.

What is this unit about?

This unit is about the support provided to bilingual/multilingual pupils for language development and learning in the appropriate second or additional language.

This unit contains two elements:

11.1 Contribute to supporting bilingual/multilingual pupils to develop skills in the target language

11.2 Support bilingual/multilingual pupils during learning activities

Linked units

STL6 Support literacy and numeracy activities

STL35 Support bilingual/multilingual pupils

STL36 Provide bilingual/multilingual support for teaching and learning

STL11   Contribute to supporting bilingual/multilingual pupils

Glossary of terms used in this unit

Bilingual/multilingual pupils	pupils whose first language is different to that used to deliver the curriculum and who, therefore, need to develop a second or additional language to access the curriculum. Bilingual/multilingual pupils include those for whom English is an additional language and those for whom Welsh or Gaeilge is a second language
Language skills	the ability to speak/talk, listen, read and write in the target language
Support	the assistance you give to bilingual/multilingual pupils for language development and learning across the curriculum. In providing support for pupils you will be working on a one-to-one basis with individual pupils as well as supporting the pupils during group and class activities
Target language	the additional or second language needed by pupils whose first language is different to that used for teaching and learning

STL11   Contribute to supporting bilingual/multilingual pupils

11.1   Contribute to supporting bilingual/multilingual pupils to develop skills in the target language

Performance criteria

You need to:

P1   obtain accurate and up-to-date information about the pupil's first and target language development and use this knowledge in providing appropriate support for the pupil

P2   clarify and confirm with the teacher the strategies you should use to support bilingual/ multilingual pupils in developing language skills in the target language

P3   provide opportunities for the pupils to interact with yourself and others using their knowledge of the target language

P4   use language and vocabulary which is appropriate to the pupils' age, level of understanding and stage of target language development

P5   help the pupils to select and read books in the target language appropriate to their age, interests and stage of language development

P6   provide opportunities for the pupils to practise new language skills

P7   use praise and constructive feedback to maintain the pupil's interest in the learning activities

P8   respond to pupils' use of home language and local dialects in a manner which values cultural diversity and reinforces positive self images for the pupils

P9   provide feedback to the teacher on the progress made by the pupils in developing language skills in the target language

STL11   Contribute to supporting bilingual/multilingual pupils

11.2   Support bilingual/multilingual pupils during learning activities

Performance criteria

You need to:

P1   clarify and confirm with the teacher your understanding of the teaching and learning objectives of the activities

P2   agree with the teacher how you will support the teaching and learning activities, including how to prepare the pupil for the activities and reinforce learning that has taken place

P3   explain the purpose of learning activities to the pupil

P4   use appropriate strategies to support the pupil's learning and language development

P5   draw on the pupil's previous knowledge and experience to encourage their active involvement in learning activities

P6   use praise and constructive feedback to maintain the pupil's interest in the learning activities

P7   promptly inform the teacher if a pupil is experiencing difficulties that you are unable to resolve

P8   provide feedback to the teacher on the pupil's participation and progress in relation to the learning activities

STL11   Contribute to supporting bilingual/multilingual pupils

Knowledge and understanding

You need to know and understand:

K1   the school's policy and procedures for supporting bilingual/multilingual pupils

K2   the school's policies and practices for inclusion, equality of opportunity, multiculturalism and anti-racism

K3   the stages of language acquisition and the factors that promote or hinder language development

K4   strategies suitable for supporting pupils in developing their language skills in the target language

K5   the interactive use of speaking/talking, listening, reading and writing to promote language development in pupils

K6   how to use praise and constructive feedback to promote pupils' learning

K7   the role of self-esteem in developing communication and self-expression and how to promote the self-esteem of pupils through the support you provide

K8   the curriculum plans and learning programmes developed by the teachers with whom you work when supporting bilingual/multilingual pupils

K9   how to obtain information about a pupil's language and educational background and skills, individual learning targets and language support needs

K10   how to provide appropriate support for bilingual/multilingual pupils according to their age, gender, emotional needs, abilities and learning needs

K11   strategies suitable for supporting pupils in developing their language skills through different learning activities and experiences across the curriculum

K12   how to feed back information on pupils' participation and progress in learning activities to teachers and contribute to planning for future learning

STL12 Support a child with disabilities or special educational needs (CCLD 209)

UNIT SUMMARY

Who is this unit for?

This unit is for those who support a disabled child or young person, or a child or young person with special educational needs or additional support needs, to participate in activities and experiences offered by the setting in which you work.

What is this unit about?

This unit is about providing care and encouragement to the child or young person, supporting them to participate in activities, and supporting the family according to your role and the procedures of the setting.

This unit contains three elements:

12.1 Support a child with disabilities or special educational needs by providing care and encouragement

12.2 Provide support to help the child to participate in activities and experiences

12.3 Support the child and family according to the procedures of the setting

Linked units

STL38 Support children with disabilities or special educational needs and their families

STL39 Support pupils with communication and interaction needs

STL40 Support pupils with cognition and learning needs

STL41 Support pupils with behaviour, emotional and social development needs

STL42 Support pupils with sensory and/or physical needs

Origin of this unit

This unit is taken from the National Occupational Standards in Children's Care, Learning and Development where it appears as CCLD 209.

This unit is underpinned by the principles and values for the National Occupational Standards in Children's Care Learning and Development.

STL12 Support a child with disabilities or special educational needs

Glossary of terms used in this unit

Augmentative and Alternative Communication (AAC)	this refers to any device, system or special method of communication that helps individuals with communication difficulties to communicate more easily and effectively: eg. symbols, communication boards, voice output communication aids, sign language or facial expressions and gestures
Barriers to communication	anything that prevents the child or young person communicating with others or making relationships, eg. hearing, speech or visual loss, lack of support services, mental health issues, learning disabilities
Barriers to participation	anything that prevents the child or young person participating fully in activities and experiences offered by the setting or service
Children	the children or young people you work with, except where otherwise indicated
Disability	a physical or mental impairment which has a substantial and long-term adverse effect on the child or young person's ability to carry out normal day-to-day activities
Integration	inclusion of children and young people with disabilities, special educational needs, or additional support needs in mainstream settings
Others	people who your setting's procedures say need to be informed about your concerns, such as other colleagues, supervisor, manager, SENCO, teacher
Social and medical models of disability	the medical model reflects the traditional view of disability, that it is something to be 'cured', treating the individual as a sick patient. The social model considers that it is society that needs to change and that disabled people have rights and choices
Special educational needs (SEN)	children and young people with special educational or additional support needs learn differently from most children or young people of the same age. These children and young people may need extra or different help from that given to other children and young people

STL12   Support a child with disabilities or special educational needs

12.1 Support a child with disabilities or special educational needs by providing care and encouragement

Performance criteria

You need to:

P1   seek information about the child or young person's individual needs from colleagues

P2   follow the child or young person's individual plan as a basis for their care and participation

P3   promptly refer to others any concerns about the child or young person, according to the procedures of your setting

P4   communicate effectively with the child or young person, seeking advice and support to overcome any communication difficulties

P5   give praise and reward for the child or young person's efforts and achievements

P6   sensitively support and care for the child or young person, making sure that what you do is suitable for his/her age, needs and abilities

12.2 Provide support to help the child to participate in activities and experiences

Performance criteria

You need to:

P1   sensitively observe the child or young person in everyday activities, identifying any barriers to participation in activities and experiences

P2   offer alternative activities if required

P3   in consultation with others adapt activities and experiences to enable the child or young person to take part

P4   use any specialist aids and equipment as required

P5   adapt the environment, including layout of furniture and accessibility of equipment

P6   encourage children or young people's positive behaviour

STL12   Support a child with disabilities or special educational needs

12.3 Support the child and family according to the procedures of the setting

Performance criteria

You need to:

P1   seek help from others when you require information or support

P2   support family members to participate in activities with children and young people, as required by your setting

P3   give feedback about a child or young person's progress to the child or young person and other adults as required

P4   record children or young people's progress according to agreed methods

STL12   Support a child with disabilities or special educational needs

Knowledge and understanding

You need to know and understand:

K1   laws and codes of practice affecting provision for disabled children and young people and those with special educational needs within your home country

K2   specialist local and national support and information that is available for disabilities and special educational needs

K3   partnerships with parents and families are at the heart of provision as they know most about their child and how partnerships can be encouraged

K4   the importance of not labelling children and young people and having realistic expectations

K5   how integration/inclusion works in your setting and local area and the reasons for its benefits or otherwise

K6   details about particular disabilities or special educational needs affecting the children or young people in your care

K7   how to use Alternative and Augmentative Communication and assist children or young people through use of all their available senses

K8   planning for each child or young person's individual requirements in partnership with other colleagues

K9   what barriers may exist preventing children or young people's participation and how to remove these barriers

K10   how to make sure what you do is suitable for all the children/young people you work with, according to their age, needs and abilities

K11   what specialist aids and equipment are available for the children/young people you work with and how to use these safely

K12   the possible impact of having a child or young person with a disability or special educational need within a family

STL13 Contribute to moving and handling individuals (HSC223)

UNIT SUMMARY

Who is this unit for?

This unit is for those who support pupils with physical impairments by helping them to move and/or reposition themselves.

What is this unit about?

This unit is about the need to be able to move, handle and reposition individuals. You have a responsibility when you move and handle individuals that you do so safely and correctly to ensure your own safety and that of others.

This unit contains two elements:

13.1   Prepare individuals, environments and equipment for moving and handling

13.2   Enable individuals to move from one position to another

Linked units

STL12   Support a child with disabilities or special educational needs

STL38   Support children with disabilities or special educational needs and their families

STL42   Support pupils with sensory and/or physical needs

STL44   Work with children and young people with additional requirements to meet their personal support needs

Origin of this unit

This unit is taken from the National Occupational Standards in Health and Social Care where it appears as unit HSC223.

STL13 Contribute to moving and handling individuals

Glossary of terms used in this unit

Active support	support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence
Hazards	hazards are items with the potential to cause harm
Individuals	the actual people requiring health and care services. Where individuals use advocates to enable them to express their views, wishes or feelings and to speak on their behalf the term individual within this standard covers the individual and their advocate or interpreter
Moving and handling	this refers to techniques which enable the worker to assist individuals to move from one position to another. Moving and handling must be consistent with current legislation
Others	are other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	the rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

Risk	a risk is the likelihood of the hazard's potential being realised; it can be to individuals in the form of infection, danger, harm and abuse and/or to the environment in the form of danger of damage and destruction

STL13 Contribute to moving and handling individuals

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

1 **Communicate** using:
   a the individual's preferred spoken language
   b signs
   c symbols
   d pictures
   e writing
   f objects of reference
   g communication passports
   h other non-verbal forms of communication
   i human and technological aids to communication

2 **Moving and handling equipment** can include:
   a hoists
   b slides
   c slide sheets
   d slings
   e pillows

STL13   Contribute to moving and handling individuals

13.1   Prepare individuals, environments and equipment for moving and handling

Performance criteria

You need to:

P1   wash your hands and ensure you are wearing clothing and footwear that is safe for the moving and handling of individuals

P2   prior to moving and handling individuals, check the care plan and the moving and handling risk assessments

P3   assess any immediate risks to individuals

P4   where you think there is a risk that you cannot deal with, seek advice from the appropriate people before moving or handling individuals

P5   support individuals to **communicate** the level of support they require

P6   where the individual's preferences conflict with safe practice, access support from the appropriate people

P7   before you move and handle individuals, ensure that they understand why they are being moved and handled in particular ways and how they can usefully co-operate in the procedure

P8   remove potential hazards and prepare the immediate environment for the proposed move in agreement with all concerned

P9   select agreed **moving and handling equipment**, and before use you ensure it is safe and clean

P10   seek appropriate assistance to enable you to move and handle the individual safely

STL13   Contribute to moving and handling individuals

13.2 Enable individuals to move from one position to another

Performance criteria

You need to:

P1   provide active support and encouragement for individuals to contribute to the moving process

P2   carry out moves and changes of position taking account of the individual's needs, preferences and their advice on the most appropriate methods and equipment

P3   use moving and handling methods appropriate to the individual's condition, your personal handling limits and the equipment available

P4   move and change individual's positions in ways which minimise pain, discomfort and friction and maximise the individual's independence, self respect and dignity

P5   where you are moving and changing the individual's positions with someone else's help, coordinate your own actions with theirs

P6   following changes of position, return furniture and fittings to their correct location

P7   return **moving and handling equipment** to its designated location ensuring it is clean, safe and ready for future use

P8   wash your hands and ensure your own cleanliness and hygiene after moving and positioning individuals

P9   observe, record and immediately report any significant changes in the individual's condition when you are moving them

P10   record details of methods of moving and handling which the individual finds acceptable according to legal and organisational requirements

STL13   Contribute to moving and handling individuals

Knowledge and understanding

You need to know and understand:

Values

K1   legal and organisational requirements on equality, diversity, discrimination and rights when moving and handling individuals

K2   the effect which personal beliefs and preferences may have on the individual's preferences for moving and handling

K3   why the individual's preferences on how they are moved and handled should be taken into account

K4   conflicts which might arise between individual choice, good health, safety and hygiene practices, risk assessments and management and the individual's plan of care and how to deal with these

K5   how to provide active support and promote the individual's rights, choices and well-being when moving and handling individuals

Legislation and organisational policy and procedures

K6   codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when moving and handling individuals

K7   current local, UK and European legislation, and organisational requirements, procedures and practices for:
  a   accessing records
  b   recording, reporting, confidentiality and sharing information, including data protection
  c   health, safety, assessing and managing risks associated with moving and handling individuals
  d   the management of risk from infection
  e   working intimately with individuals moving and handling individuals

K8   how to access up-to-date copies of organisational risk assessments for moving and handling specific individuals

Theory and practice

K9   key changes in the conditions and circumstances of individuals that you are moving and handling and actions to take in these circumstances

K10   different types of equipment/machinery which are available for moving and handling

K11   factors that need to be taken account of when using moving and handling equipment/machinery

K12   why it is important to prepare the environment for moving and handling prior to attempting to move and handle individuals

K13   why it is important to use safe moving techniques, adhere to risk assessments and other information about moving and handling specific individuals and the possible consequences for the individual, yourself and others if you do not

K14   potential risks to individuals, those assisting in the moving and handling; others within the environment and the environment itself if moving and handling is not carried out correctly (including procedures prior to, during and after you move and handle individuals)

K15   sources of further help for moving and handling of individuals in different health and care settings

K16   why individuals are moved to different positions

K17   how to coordinate action when moving and handling as part of a team

K18   why individuals should not be dragged and the relationship of this to the prevention of pressure sores

K19   why the environment should be restored after the change of position

K20   why it is important to maintain your own cleanliness and hygiene prior to, during and following moving and handling individuals

STL14   Support individuals during therapy sessions (HSC212)

UNIT SUMMARY

Who is this unit for?

This unit is for those who support pupils during therapy sessions such as for speech and language or physiotherapy. It involves working under the direction of a qualified therapist to support him/her to run therapy sessions and may involve supporting the pupil to practise therapy exercises between sessions run by the therapist.

What is this unit about?

This unit is about supporting therapists and individuals before, during and following therapy sessions. It covers preparations for the therapy session, supporting therapy sessions and contributing to the review of therapy sessions.

This unit contains three elements:

14.1   Prepare and maintain environments, equipment and materials prior to, during and after therapy sessions
14.2   Support individuals prior to and within therapy sessions
14.3   Observe and provide feedback on therapy sessions

Linked units

STL42   Support pupils with sensory and/or physical needs

Origin of this unit

This unit is taken from the National Occupational Standards in Health and Social Care where it appears as unit HSC212.

STL14   Support individuals during therapy sessions

Glossary of terms used in this unit

Active support   support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence

Individuals   the actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter

Key people   are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being

Others   are other people within and outside your organisation that are necessary for you to fulfil your job role

Rights   the rights that individuals have to:

- be respected

- be treated equally and not be discriminated against

- be treated as an individual

- be treated in a dignified way

- privacy

- be protected from danger and harm

- be cared for in a way that meets their needs, takes account of their choices and also protects them

- access information about themselves

- communicate using their preferred methods of communication and language

STL14   Support individuals during therapy sessions

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

1   **Key people**:
   a   family
   b   friends
   c   carers
   d   others with whom the individual has a supportive relationship

2   **Take appropriate action** should be in accordance with legal and organisational requirements and may include:
   a   reporting to your line manager
   b   contacting the therapist
   c   stopping the therapy

3   **Therapy sessions** include:
   a   occupational therapy
   b   physiotherapy
   c   behavioural therapy
   d   other therapeutic programmes, eg. for speech and language

STL14   Support individuals during therapy sessions

14.1   Prepare and maintain environments, equipment and materials prior to, during and after therapy sessions

Performance criteria

You need to:

P1   identify, with the support of others, the preparation needed for therapy, and how the environment will be restored, following **therapy sessions**

P2   identify your role and responsibilities in the preparation and address any risk and safety requirements

P3   prepare yourself, the environment and materials as instructed

P4   following the activities, restore the environment, and clean and store materials according to legal and organisational and safety procedures and agreements

P5   report any damage to materials, equipment or in the environment immediately, and according to organisational procedures and practices

14.2   Support individuals prior to and within therapy sessions

Performance criteria

You need to:

P1   work with individuals to identify their preferences, concerns and issues about participating in **therapy sessions** and agree any special requirements

P2   reassure individuals about the nature and content of the therapy sessions

P3   highlight concerns and issues you are unable to resolve to the therapist, seeking their support to allay the individuals' fears

P4   support specialist practitioners and therapists to run therapy sessions

P5   follow therapists' directions precisely when carrying out activities that therapists have delegated to you

P6   provide active support for individuals within therapy sessions, taking account of their needs, preferences and abilities

P7   **take appropriate action** if the individual has any difficulties and/or you observe any significant changes

P8   review, agree and implement any adjustments that are needed to maximise the individual's participation and the effectiveness of the therapy sessions

STL14   Support individuals during therapy sessions

14.3   Observe and provide feedback on therapy sessions

Performance criteria

You need to:

P1   agree with individuals and others the observations that need to be made and the scope of your responsibility

P2   work with individuals to identify the effectiveness of the **therapy sessions** on their health and social well-being

P3   follow agreed arrangements for the observation of individuals prior to, during and after therapy sessions

P4   check your observations with appropriate people and against agreed outcomes

P5   identify any issues or problems in relation to the therapy sessions

P6   work with individuals, **key people** and others to identify and agree changes to the therapy sessions

P7   record and report on therapy sessions within confidentiality agreements and according to legal and organisational requirements

STL14   Support individuals during therapy sessions

Knowledge and understanding

You need to know and understand:

Values

K1   legal and organisational requirements on equality, diversity, discrimination and rights when supporting during therapy sessions

K2   how to provide active support and promote the individual's rights, choices and well-being when supporting them to take part in therapy sessions

Legislation and organisational policy and procedures

K3   codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to take part in therapy sessions

K4   current local, UK and European legislation, and organisational requirements, procedures and practices for:

    a   accessing records

    b   recording, reporting, confidentiality and sharing information, including data protection

    c   health, safety, assessing and managing risks associated with supporting individuals prior to, during and after therapy sessions

    d   supporting individuals prior to, during and after therapy sessions

Theory and practice

K5   key changes that may occur to individuals with whom you work and actions to take in these circumstances

K6   the impact of stress and fear on behaviour and the individual's ability to take part in and use therapy sessions effectively

K7   the conditions and impairments that the therapy is addressing

K8   the benefits and problems that might occur prior to, during and after therapy sessions

K9   the outcomes that therapy sessions aim to achieve for individuals

K10   the best ways of supporting the individuals through therapy sessions

K11   how to form a supportive relationship with individuals to enable them to benefit as much as possible from the therapy

K12   how to observe and record observations to support therapy sessions

K13   the key signs of problems and difficulties that need to be reported to the therapist

K14   how to involve the individual in collecting information about their experience of the therapy and its outcomes

K15   how to deal with conflicts arising prior to, during and after therapy sessions

K16   the risks, dangers and difficulties associated with different equipment and materials and in relation to specific individuals

STL15   Support children and young people's play (PW2)

UNIT SUMMARY

Who is this unit for?

This unit is for those who support or supervise children or young people's play and recreational activities. It is suitable for those working in any kind of school setting including secondary schools.

What is this unit about?

This unit is about providing opportunities for children and young people to experience a variety of play environments that stimulate them and provide opportunities for risk, challenge and personal growth.

This unit contains four elements:

15.1   Create a range of environments for children and young people's play

15.2   Offer a range of play opportunities to children and young people

15.3   Support children and young people's rights and choices in play

15.4   End play sessions

Linked units

STL10   Support children's play and learning

STL54   Plan for and support self-directed play

Origin of this unit

This unit is taken from the National Occupational Standards in Playwork, where it appears as PW2.

STL15   Support children and young people's play

Glossary of terms used in this unit

Additional needs	disabilities, physical, educational, emotional or behavioural needs
Creative play	play that is inventive and/or productive, eg. writing, construction, artwork, music
Cultural play	play that celebrates and/or raises awareness of different cultures and their values and practices
Environmental play	play which involves and/or raises awareness of natural elements and/or wildlife and their survival
Ground rules	agreed rules for a play opportunity; this will usually cover issues such as behaviour, health and safety, cooperation, respect or other issues requested by the children and young people
Imaginative play	play that involves 'pretend' roles or acting out fantasy situations
Play cues	facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play
Play environment	environments with resources that stimulate the child or young person to play
Play opportunity	any type of resource or activity that provides the children or young people with opportunities to play
Play setting	anywhere where children or young people play, for example, an indoor play centre or adventure playground
Physical play	play that is physically active, eg. football or rounders, tag
Relevant laws	laws that are relevant to the setting such as the Health and Safety at Work Act, Control of Substances Hazardous to Health regulations, the Children Act
Requirements of your organisation	the procedures and policies of your setting as they apply to children and young people's rights, health and safety

Resources   equipment and materials that will stimulate play: natural materials (such as earth, water, sand, clay or wood); construction materials (such as blocks); computer and IT equipment; communication resources (resources to support speaking, listening, reading and writing); 'loose parts' (items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences); real tools (such as carpentry or cooking equipment); bikes, trolleys, swings, climbing structures and ropes; paints, drawing equipment, modelling and fabrics; music, colours, scientific and mathematical equipment (such as clocks and calendars); dressing up materials, mirrors, cameras, videos to enable children to explore their own identity; items or experiences (such as poetry and literature) that allow for reflection about abstract concepts

STL15   Support children and young people's play

15.1   Create a range of environments for children and young people's play

Performance criteria

You need to:

P1   ask **children and young people** what they want in their **play environments**

P2   use feedback about play environments that children and young people have given previously

P3   identify children and young people's play needs

P4   create play environments that meet the children and young people's needs in the **setting**

P5   make sure play environments provide challenge, stimulation and the potential for the children and young people's personal growth

P6   make sure there is sufficient flexibility, variety and choice of**resources**

P7   wherever possible, involve the children and young people in creating the play environments

P8   make sure that the play environments meet the requirements of your organisation and relevant laws

Scope

1   **Children and young people**

   a   with additional needs

   b   from differing social backgrounds

   c   from differing cultural backgrounds

   d   boys

   e   girls

2   **Age groups**

   a   4–7 years

   b   8–12 years

   c   13–16 years

3   **Play environment** for

   a   physical play

   b   environmental play

   c   creative play

   d   cultural play

   e   imaginative play

4   **Setting**

   a   indoor

   b   outdoor

5   **Resources**

   a   equipment

   b   materials

STL15   Support children and young people's play

15.2 Offer a range of play opportunities to children and young people

Performance criteria

You need to:

P1   discuss and agree ground rules for**play opportunities** with the **children and young people**, making sure any changes are in line with your organisation's policies and procedures

P2   encourage and support the children and young people to explore and choose play opportunities for themselves

P3   offer new ideas and resources for children and young people's play

P4   encourage the children and young people to adapt the ideas and resources to meet their own needs

Scope

1   **Play opportunities**
   a   physical
   b   environmental
   c   creative
   d   cultural
   e   imaginative

2   **Children and young people**
   a   with additional needs
   b   from differing social backgrounds
   c   from differing cultural backgrounds
   d   boys
   e   girls

3   **Age groups**
   a   4–7 years
   b   8–12 years
   c   13–16 years

STL15   Support children and young people's play

15.3 Support children and young people's rights and choices in play

Performance criteria

You need to:

P1   make sure that all the **children and young people** can play in a self-directed way whilst respecting the rights of others

P2   encourage the children and young people to extend themselves through play without undermining their confidence and self-esteem

P3   encourage children and young people to explore and direct **play environments**for themselves

P4   provide support to children and young people in a way that does not undermine their personal control and involvement

P5   respond to children and young people's play cues

P6   take part in play when this is what children and young people want

Scope

1 **Children and young people**
    a   with additional needs
    b   from differing social backgrounds
    c   from differing cultural backgrounds
    d   boys
    e   girls

2 **Age groups**
    a   4–7 years
    b   8–12 years
    c   13–16 years

3 **Play environments** for
    a   physical play
    b   environmental play
    c   creative play
    d   cultural play
    e   imaginative play

STL15   Support children and young people's play

15.4   End play sessions

Performance criteria

You need to:

P1   end the play session in a way that is appropriate to the**children and young people**, their level of involvement and the requirements of your play setting

P2   enable children to give feedback on the play opportunities and environments and note this feedback for future sessions

P3   follow your organisation's procedures for ensuring the safety of the children and young people on departure

P4   follow your organisation's procedures for tidying up the play environment and dealing with resources

P5   complete all required records

Scope

1   **Children and young people**
   a   with additional needs
   b   from differing social backgrounds
   c   from differing cultural backgrounds
   d   boys
   e   girls

2   **Age groups**
   a   4–7 years
   b   8–12 years
   c   13–16 years

STL15   Support children and young people's play

Knowledge and understanding

You need to know and understand:

K1   the assumptions and values of playwork relevant to this unit

K2   the importance of play to children and young people's development

K3   why children and young people's play should be self-directed

K4   why play opportunities should focus on children and young people's needs

K5   why it is important to ask children and young people about what they want in their play environments

K6   how to identify children and young people's play needs

K7   the types of play environment that stimulate children and young people's play and the role that you can play in helping to provide that environment

K8   the importance of risk and challenge in children and young people's play and how to balance these against requirements for health and safety

K9   why children and young people need variety and choice in the play setting

K10   the importance of planning play opportunities that are flexible and easily adapted by the children and young people to their own needs

K11   why children and young people should be involved in creating play environments and how to gain their involvement

K12   the requirements of your organisation that are relevant to creating play environments

K13   the basic requirements of relevant laws that you need to follow when creating play environments

K14   why it is important to offer play opportunities whilst respecting the children and young people's right to explore and adapt the opportunity to their own needs

K15   why it is important to involve children and young people in discussing and agreeing ground rules

K16   why it is important to encourage children and young people to explore, choose and adapt play opportunities for themselves

K17   how to balance the rights of the child or young person to play in a self-directed way against the rights of others

K18   the types of support that children and young people might need to adapt a play opportunity and how to provide this support without taking control

K19   why children and young people should extend themselves through play and how to encourage this

K20   the dangers of pushing children and young people too far and undermining their confidence and self-esteem and the signs that this may be happening

K21   the types of support that children and young people may need during play

K22   how to identify when children and young people need support during a play opportunity

K23   why it is important to provide support without undermining the children and young people's personal control of their play

K24   children and young people's play cues and why it is important to respond to these sensitively

K25   situations in which your own involvement in play could increase the children and young people's involvement and stimulation and situations where it could have the opposite effect

K26   how to bring a play session to an end in a way that respects the children and young people's needs and involvement but meets the requirements of your play setting

K27   your organisation's procedures for tidying up the play setting and dealing with the resources

K28   your organisation's procedures for children and young people's departure

K29   your organisation's record keeping procedures

STL16   Provide displays (IL3/10)

UNIT SUMMARY

Who is this unit for?

This unit is for those who set up, maintain and dismantle displays. In the context of a school the displays will generally be designed to support teaching and learning and/or celebrate achievement.

What is this unit about?

This unit is about setting up and removing displays. It involves identifying the purpose of the display, designing the display and deciding what it will contain, and gathering together materials for the display. It also covers ensuring the display is safe, keeping it tidy and removing the display when it is no longer required.

In schools, the teacher would advise on the purpose, content and nature of displays and pupils will be active participants in providing materials for display.

This unit contains two elements:

16.1   Set up displays

16.2   Maintain and dismantle displays

Origin of this unit

This unit is taken from the National Occupational Standards in Information and Library services where it appears as unit IL3/10.

STL16 Provide displays

Glossary of terms used in this unit

Displays	the arrangement of material (graphic, text and/or objects) into an assembly specifically intended to attract users' attention and interest, or to provide information, or to educate - or a combination of these. Displays may be wall mounted or free-standing: they may be permanent or temporary. The display must be designed with a specific purpose in mind.

certain items of information kept permanently on display are not considered displays for the purpose of this unit: for example, notices, fire precautions, directions to locations.

Purpose of the display what the display aims to achieve, for example:

- learning resource
- celebrating achievement
- celebrating diversity
- promoting a sense of community and belonging
- improving the environment
- providing information
- to prompt feedback

Materials graphic, text and objects used in the display, for example:

- archive material or facsimile
- signs and explanations
- leaflets and supplementary material
- general promotional material

In schools, pupils will be involved in making and acquiring materials for display.

STL16   Provide displays

16.1 Set up displays

Performance criteria

You need to:

P1   identify the purpose of the display clearly

P2   devise the design and content of the display to maintain an appropriate balance between effective visual presentation and security of material

P3   obtain and create material and equipment for the display

P4   locate the display in an appropriate and accessible place for users

P5   display all relevant material

P6   ensure that the display is stable and safe

P7   determine the optimum time duration for the display, by reference to its theme, purpose and materials used

16.2 Maintain and dismantle displays

Performance criteria

You need to:

P1   keep the display tidy, clean and correctly laid out

P2   monitor the display regularly for stability and safety, and take appropriate action if required

P3   evaluate the display regularly for its continuing usefulness and attractiveness

P4   add to, amend and up-date the display as required by its theme and use

P5   remove the display as soon as it is no longer required

STL16 Provide displays

Knowledge and understanding

You need to know and understand:

K1   how to select materials to include in the display

K2   how to protect the material on display from damage or theft

K3   how to determine the duration of the display

K4   what the purpose and theme of the display is

K5   what the health and safety implications there may be for the display

K6   what the organisation's policy is for the display of different material, e.g. as a learning resource, creating a sense of community, creating a sense of ownership, etc.

K7   where to obtain material and equipment for the display

K8   where to locate displays for optimum impact and accessibility

K9   who the display is aimed at

K10 how to evaluate the display for its usefulness and attractiveness

K11 what action to take if the display is unsafe

K12 what materials are required to restock the display and from where to obtain them

K13 how to safely remove the display

STL17   Invigilate tests and examinations

UNIT SUMMARY

Who is this unit for?

This unit is for those who invigilate external and internal tests and examinations, including module tests, practical and oral examinations, under formal conditions.

What is this unit about?

This unit is about running tests and examinations in the presence of the candidates. It includes preparing the examination room and resources, bringing candidates into the room, and running the test or examination session according to the centre's procedures. It also covers dealing with specific situations such as access arrangements, emergencies and suspicion of malpractice.

This unit contains two elements:

17.1   Prepare to run tests and examinations

17.2   Implement and maintain invigilation requirements

STL17 Invigilate tests and examinations

Glossary of terms used in this unit

Access arrangements	the arrangements made by the centre and agreed by the awarding body, if appropriate, for candidates with additional needs, eg. reading assistance, scribe, sign interpreter
Examination room	the place where the test or examination takes place
Invigilate	conduct a test or examination session in the presence of candidates
Requirements for the conduct of tests and examinations	the required number and positioning of desks/work stations, display of notices, seating plan, clock, centre number, instructions for candidates and attendance register. The requirements for the conduct of tests and examinations would also include consideration of health and safety arrangements and environmental conditions such as heating, lighting, ventilation and the level of outside noise
Specific requirements	additional requirements in relation to further guidance, erratum notices, supervision of individual candidates between tests or examinations, and access arrangements

STL17   Invigilate tests and examinations

17.1 Prepare to run tests and examinations

Performance criteria

You need to:

P1   ensure that the room meets the requirements for the conduct of tests or examinations

P2   obtain and/or confirm that supplies of authorised stationery and materials are available in the examination room, including the correct test or examination papers

P3   identify and comply with any specific requirements for the test or examination and/or the candidates involved

P4   ensure at all times the safe custody of question papers and other test or examination materials

P5   check and confirm the health and safety arrangements for the examination room

P6   check that any emergency communication system is available and functioning

P7   have the examination room ready to admit candidates at the scheduled time

P8   follow the centre's procedure for admitting candidates into the room and for checking the identity of the candidates

P9   ensure that no inadmissible equipment or materials are brought into the examination room

P10   confirm candidates are seated according to the seating plan

P11   ensure that candidates have the correct papers and materials

STL17   Invigilate tests and examinations

17.2 Implement and maintain invigilation requirements

Performance criteria

You need to:

P1   ensure that all rules and regulations relating to the conduct of tests and examinations are strictly applied and followed

P2   issue clear and unambiguous instructions to candidates at the start of the test or examination

P3   complete the attendance register in accordance with the centre's requirements

P4   follow the centre's procedures for dealing with:

    a   any queries from candidates

    b   any disruptive behaviour or irregular conduct

    c   candidates who want or need to leave the examination room during the test or examination

    d   any health, safety or security emergencies

P5   refer any issues or problems outside of your responsibility or competence to deal with to the appropriate person

P6   follow the centre's procedures for ending tests and examinations, collecting papers and allowing candidates to leave the examination room

P7   complete test and examination records in accordance with the centre's procedures

STL17   Invigilate tests and examinations

Knowledge and understanding

You need to know and understand:

K1   the centre's tests and examinations policy

K2   procedures and regulations for the conduct of external examinations and any inspection procedures related to this

K3   your own role in the test and examination process and how this relates to the role of others including the examinations officer, other invigilators and subject teachers

K4   the role of special educational needs staff and/or others in handling access arrangements

K5   what sorts of access arrangements may be required and the implications for invigilation of tests and examinations

K6   the correct procedures for setting up an examination room

K7   what stationery and equipment is authorised for use during tests and examinations and your responsibility for arranging supplies

K8   the health and safety arrangements for the examination room, eg. location of fire extinguishers and emergency exits

K9   any emergency communication system used by the school and how to use this

K10   what equipment and materials are not allowed to be brought into the examination room and how to ensure these are not brought in

K11   the procedure for dealing with candidates who are not on the test or examination attendance list

K12   the procedure for dealing with candidates who arrive late for a test or examination

K13   how to complete an attendance register including specific requirements for candidates who are withdrawn from the test or examination, not on the register, late or absent

K14   your responsibilities and procedures for dealing with:
  a   queries from candidates
  b   any disruptive behaviour
  c   any actual or suspected malpractice
  d   candidates who wish or need to leave the examination room during a test or examination
  e   any health, safety or security emergencies

K15   the importance of working within the boundaries of your role and competence and when you should refer to others

K16   the centre's behaviour management policy and how this applies to tests and examinations

K17   where to seek medical assistance in an emergency

K18   the arrangements for escorting candidates who need to leave the examination room during a test or examination

K19   the arrangements for the emergency evacuation of the examination room

K20   how to end tests and examinations when:

    a   all candidates are due to finish their test or examination at the same time

    b   some candidates are still engaged in a test or examination

K21   why a candidate may need to be supervised between tests and examinations and your role and responsibilities in relation to this

K22   the test and examination records that you need to complete and how to do this

STL18   Support pupils' learning activities

UNIT SUMMARY

Who is this unit for?

This unit is for those who support pupils during learning activities planned by the teacher.

What is this unit about?

This unit is about the support provided to the teacher and pupils to ensure effective teaching and learning. It involves identifying what you need to do to support planned learning activities and promote independent learning, providing the agreed support and giving feedback to the teacher about progress made by the pupils.

The learning activities may be for individual pupils, groups of pupils, or the whole class and may be delivered in the absence of the teacher, eg. when providing cover supervision or working with pupils outside of the classroom.

The learning activities may be delivered in the classroom or any setting where teaching and learning takes place such as field studies, educational visits, extended hours provision and study support arrangements.

Teaching and learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school.

This unit contains two elements:

18.1   Support learning activities

18.2   Promote independent learning

Linked units

STL1   Provide support for learning activities
STL8   Use information and communication technology to support pupils' learning
STL23   Plan, deliver and evaluate teaching and learning activities under the direction of a teacher
STL24   Contribute to the planning and evaluation of teaching and learning activities
STL25   Support literacy development
STL26   Support numeracy development
STL27   Support implementation of the early years curriculum
STL33   Provide literacy and numeracy support to enable pupils to access the wider curriculum
STL34   Support gifted and talented pupils
STL35   Support bilingual/multilingual pupils
STL36   Provide bilingual/multilingual support for teaching and learning
STL39   Support pupils with communication and interaction needs
STL40   Support pupils with cognition and learning needs
STL42   Support pupils with sensory and/or physical needs

STL18 and STL24 together cover the responsibilities of those who contribute to the planning, delivery and evaluation of teaching and learning activities. However STL18 can be used separately where there is no involvement in planning and evaluation, eg. for cover supervision.

STL23 is designed for those who independently plan, deliver and evaluate teaching and learning activities for individual pupils or small groups of pupils under the direction of a teacher, where the teacher is present or close by and remains in overall charge of the whole class.

STL18 Support pupils' learning activities

Glossary of terms used in this unit

Learning activities

the learning activities planned by the teacher for individual pupils, groups of pupils, or the whole class. The activities may relate to a single lesson or span several lessons, eg. as part of a topic, project or theme. They may be delivered in the classroom or any setting where teaching and learning takes place such as field studies, educational visits, extended hours provision and study support arrangements. The activities may be delivered in the presence or absence of the teacher

Learning resources

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

Problems

the barriers and hindrances to supporting planned learning activities. Problems may relate to:

- the learning activities, eg. unclear or incomplete information, suitability for the pupils involved
- learning resources, eg. quantity, quality, suitability or availability
- the learning environment, eg. space, comfort, noise level, disruptions
- the pupils' ability to learn, eg. poor behaviour, low self-esteem, lack of concentration

Support

the strategies and techniques for promoting pupils' learning, for example:

- creating a positive learning environment
- managing behaviour
- prompting shy or reticent pupils to ask questions and check understanding
- translating or explaining words and phrases
- reminding pupils of teaching points made by the teacher
- modelling correct use of language and vocabulary
- ensuring that pupils understand and follow the teacher's instructions
- helping pupils to use resources relevant to the learning activity

STL18   Support pupils' learning activities

18.1 Support learning activities

Performance criteria

You need to:

P1   clarify and confirm:
   a   the teaching and learning objectives of the activities
   b   your role in supporting pupils engaged in the learning activities and how this relates to the teacher's role

P2   obtain and use teaching and learning resources relevant to:
   a   the teaching and learning objectives of the activities
   b   the age and stage of development of the pupils with whom you are working

P3   provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs

P4   provide support as needed to promote pupils' learning

P5   make yourself available and easy for pupils to approach for support when needed

P6   use praise, commentary and assistance to encourage pupils to stay on task and complete the learning tasks

P7   quickly and effectively deal with any disruptions to the learning process in accordance with the school's behaviour policy

P8   monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities to achieve the intended learning outcomes

P9   respond to contingencies and spontaneous learning opportunities to actively engage pupils' interest and reinforce learning

P10   take appropriate action to resolve any problems in supporting pupils during learning activities

P11   provide feedback to relevant people on pupils' participation and progress

STL18 Support pupils' learning activities

18.2 Promote independent learning

Performance criteria

You need to:

P1 provide information, advice and opportunities for pupils to choose and make decisions about their own learning

P2 give positive encouragement, feedback and praise to reinforce and sustain pupils' interest and efforts in learning activities

P3 provide an appropriate level of assistance to enable pupils to experience a sense of achievement, maintain self-esteem and self-confidence, and encourage self-help skills

P4 use appropriate strategies for challenging and motivating pupils to learn

P5 listen carefully to pupils and positively encourage them to communicate their needs and ideas for future learning

P6 encourage pupils to take responsibility for their own learning

P7 help pupils to review their learning strategies and achievements

STL18 Support pupils' learning activities

Knowledge and understanding

You need to know and understand:

K1   the nature and boundaries of your role in supporting teaching and learning activities, and its relationship to the role of the teacher and others in the school

K2   the importance of having high expectations of pupils and how this is demonstrated through your practice

K3   the relevant school curriculum and age-related expectations of pupils in the subject/curriculum area and age range of the pupils with whom you are working

K4   the teaching and learning objectives of the learning activity and the place of these in the teacher's overall teaching programme

K5   the key factors that can affect the way pupils learn including age, gender, and physical, intellectual, linguistic, social, cultural and emotional development

K6   how social organisation and relationships, such as pupil grouping and the way adults interact and respond to pupils, may affect learning

K7   school policies for inclusion and equality of opportunity and the implication of these for how you support teaching and learning activities

K8   how to use and adapt learning support strategies to accommodate different learning needs and learning styles

K9   school policy and practice in relation to the use of praise, assistance and rewards and how to use these to maintain pupils' interest in learning activities

K10   how to monitor the pupils' response to teaching and learning activities

K11   when and how to modify teaching and learning activities

K12   how to monitor and promote pupil participation and progress

K13   the sorts of problems that might occur when supporting learning activities and how to deal with these

K14   the importance of working within the boundaries of your role and competence and when you should refer to others

K15   the importance of independent learning and how to encourage and support this in pupils

K16   strategies for challenging and motivating pupils to learn

K17   the importance of active listening and how to do this

K18   how to help pupils to review their learning strategies and achievements and plan future learning

STL19   Promote positive behaviour

UNIT SUMMARY

Who is this unit for?

This unit is for those who support teachers and pupils to promote pupils' positive behaviour.

What is this unit about?

This unit is about implementing agreed behaviour management strategies to promote positive behaviour and supporting pupils to manage their own behaviour.

This unit contains two elements:

19.1   Implement agreed behaviour management strategies

19.2   Support pupils in taking responsibility for their learning and behaviour

Linked units

STL3   Help to keep children safe

STL37   Contribute to the prevention and management of challenging behaviour in children and young people

STL41   Support pupils with behaviour, emotional and social development needs

STL19   Promote positive behaviour

Glossary of terms used in this unit

Behaviour strategies	a set of broad principles and procedures for promoting positive pupil behaviour that have been agreed by the governing body/parent council and school community for consistent implementation over time by everyone within the school, eg. the use of rewards and sanctions, buddies, one-to-one support, time out, counselling, behaviour and anger management techniques
Behaviour support plans	statements setting out arrangements for the education of pupils with behaviour difficulties
Inappropriate behaviour	behaviour which conflicts with the accepted values and beliefs of the school and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse

Reviews of behaviour opportunities to discuss and make recommendations about behaviour, including bullying, attendance and the effectiveness of rewards and sanctions, for example:

- class, year and school councils
- class or group behaviour reviews
- whole school policy review

School community all personnel contributing to the work of the school including pupils, teachers, support staff, volunteer helpers, parents and carers, and other professionals/agencies

School policies the agreed principles and procedures for promoting positive pupil behaviour including, as relevant to the school, policies for:

- behaviour management
- bullying
- the care and welfare of pupils
- use of language
- treatment of other pupils and adults within the school
- equality of opportunity
- movement within and around the school
- access to and use of school facilities and equipment

STL19   Promote positive behaviour

19.1   Implement agreed behaviour management strategies

Performance criteria

You need to:

P1   apply agreed behaviour management strategies fairly and consistently at all times

P2   provide an effective role model for the standards of behaviour expected of pupils and adults within the school

P3   provide praise and encouragement to pupils to recognise and promote positive pupil behaviour in line with school policies

P4   use appropriate strategies to minimise disruption through inappropriate behaviour

P5   regularly remind pupils of the school's code of conduct

P6   take immediate action to deal with any bullying, harassment or oppressive behaviour in accordance with your role and responsibilities

P7   recognise and respond appropriately to risks to yourself and/or others during episodes of challenging behaviour

P8   refer incidents of inappropriate behaviour outside your area of responsibility to the relevant staff member for action

P9   contribute to reviews of behaviour, including bullying, attendance and the effectiveness of rewards and sanctions, as relevant to your role

P10   provide clear and considered feedback on the effectiveness of behaviour management strategies

STL19   Promote positive behaviour

19.2 Support pupils in taking responsibility for their learning and behaviour

Performance criteria

You need to:

P1   encourage pupils to take responsibility for their own learning and behaviour when working on their own, in pairs, in groups and in whole-class situations

P2   use peer and self-assessment techniques to increase pupils' involvement in their learning and promote good behaviour

P3   highlight and praise positive aspects of pupils' behaviour

P4   recognise patterns and triggers which may lead to inappropriate behavioural responses and take appropriate action to pre-empt problems

P5   encourage and support pupils to consider the impact of their behaviour on others, themselves and their environment

P6   support pupils with behaviour difficulties to identify and agree on ways in which they might change or manage their behaviour to achieve desired outcomes

P7   support pupils in a manner which is likely to make them feel valued and respected and recognises progress made

P8   encourage and support pupils to regularly review their own behaviour, attitude and achievements

P9   contribute to collecting data on pupils' attendance and behaviour, including the use of rewards and sanctions, to inform policy review and planning

P10   provide feedback to relevant people on progress made by any pupils with a behaviour support plan

STL19   Promote positive behaviour

Knowledge and understanding

You need to know and understand:

K1   the school's policies for the care, welfare, discipline and attendance of pupils, including the promotion of positive behaviour

K2   the school's agreed code of conduct

K3   the roles and responsibilities of yourself and others within the school setting for managing pupil behaviour

K4   the importance of shared responsibility between all staff for the conduct and behaviour of pupils in corridors, playgrounds and public areas within and outside of the school

K5   the benefits of the consistent application of agreed behaviour management strategies

K6   the stages of social, emotional and physical development of children and young people and the implications of these for managing behaviour of the pupils with whom you work

K7   the importance of modelling the behaviour you want to see and the implications of this for your own behaviour

K8   the importance of recognising and rewarding positive behaviour and how to do this

K9   the agreed strategies for dealing with inappropriate behaviour

K10   the school's policy and procedures for rewards and sanctions

K11   how to assess and manage risks to your own and others' safety when dealing with challenging behaviour

K12   the importance of working within the boundaries of your role and competence and when you should refer to others

K13   the specialist advice on behaviour management which is available within the school and how to access this if needed

K14   school arrangements for reviewing behaviour including bullying, attendance and the effective use of rewards and sanctions

K15   the range and implications of factors that impact on behaviour of all pupils, eg. age, gender, culture, care history, self-esteem

K16   stereotypical assumptions about pupils' behaviour relative to gender, cultural background and disability, and how these can limit pupils' development

K17   how the home and family circumstances and care history of pupils may affect behaviour, and how to use such information appropriately to anticipate and deal effectively with difficult situations

K18   agreed strategies for managing and meeting the additional support needs of any pupils with learning and behaviour difficulties

K19   the performance indicators included within any behaviour support plans for pupils with whom you work and the implications of these for how you work with the pupil(s) concerned

K20   how to support pupils in using peer and self-assessment to promote their learning and behaviour

K21   the triggers for inappropriate behavioural responses from pupils with whom you work and actions you can take to pre-empt, divert or diffuse potential flash points

K22   how to support pupils with behavioural difficulties to identify and agree behaviour targets

K23   how to encourage and support pupils to review their own behaviour (including attendance) and the impact of this on themselves, their learning and achievement, on others and on their environment

K24   school procedures for collecting data on pupils' attendance and behaviour, including the use of rewards and sanctions, and tracking pupil progress, and your role and responsibilities in relation to this

STL20   Develop and promote positive relationships (CCLD 301)

UNIT SUMMARY

Who is this unit for?

This unit is for those who work directly with children and young people on a day-to-day basis and have a responsibility for maintaining good relationships in the setting or service.

What is this unit about?

This unit is about developing and promoting positive relationships with children and young people, communicating with children/young people and adults, and fostering positive relationships between children/young people and with other adults. The unit is appropriate for all settings and services where children and young people are present.

This unit contains four elements:

20.1   Develop relationships with children

20.2   Communicate with children

20.3   Support children in developing relationships

20.4   Communicate with adults

Linked units

STL4   Contribute to positive relationships

STL5   Provide effective support for your colleagues

STL45   Promote children's well-being and resilience

STL60   Liaise with parents, carers and families

STL62   Develop and maintain working relationships with other practitioners

Origin of this unit

This unit is taken from the National Occupational Standards in Children's Care, Learning and Development where it appears as unit CCLD 301.

This unit is underpinned by the principles and values for the National Occupational Standards in Children's Care Learning and Development.

STL20   Develop and promote positive relationships

Glossary of terms used in this unit

Adults
includes family members, colleagues, other professionals

Anti-discriminatory practice
taking positive action to counter discrimination. This will involve identifying and challenging discrimination and being positive in your practice about differences and similarities between people

Appropriate behaviour
behaviour that demonstrates the child/young person is respected and valued: behaviour that is not abusive or derogatory to the child/young person, either physically, emotionally or sexually

Children and young people
the children/young people with whom you are working, except where otherwise stated

Confidential information
information that should only be shared with people who have a right to have it, eg. your lead practitioner, supervisor or manager, an external agency

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

Individuality
someone being different from others, eg. because of their appearance, attitudes, behaviour etc

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

Positive relationships
relationships that benefit the children and young people and their ability to participate in and benefit from the setting

Provision
includes setting or service; this can be a physical setting or a peripatetic service based in the community, or other service

Setting or service
anywhere children and young people's care, learning and development takes place and where children/young people are normally present under adult supervision

STL20   Develop and promote positive relationships

20.1 Develop relationships with children

Performance criteria

You need to:

P1   interact with children/young people in a way that helps them feel welcome and valued

P2   adapt your behaviour to the age, needs and abilities of individual children/young people

P3   negotiate with children/young people about their needs and preferences and involve them in decision making as appropriate to their stage of development

P4   apply inclusive and anti-discriminatory practice in your relationships with children/ young people

P5   make sure your behaviour with children/young people is appropriate at all times

P6   give attention to individual children/young people in a way that is fair to them and the group as a whole

P7   respect confidential information about children/young people, as long as this does not affect their welfare

20.2 Communicate with children

Performance criteria

You need to:

P1   communicate with children/young people in a way that is appropriate to their age, needs and abilities

P2   listen to children/young people and respond to them in a way that shows that you value what they say and feel

P3   ask questions, clarify and confirm points

P4   encourage children/young people to ask questions, offer ideas and make suggestions

P5   recognise when there are communication difficulties and adapt the way you communicate accordingly

STL20   Develop and promote positive relationships

20.3 Support children in developing relationships

Performance criteria

You need to:

P1   support children/young people in developing agreements about ways of behaving, according to the requirements of the setting or service

P2   support children/young people in understanding other people's feelings

P3   support children/young people who have been upset by others

P4   encourage and support children/young people to sort out conflict for themselves, according to their age, needs and abilities

P5   encourage and support other adults in the setting to have positive relationships with children and young people

20.4 Communicate with adults

Performance criteria

You need to:

P1   communicate with other adults politely and courteously and in a way that is appropriate to them

P2   show respect for other adults' individuality, needs and preferences

P3   respond to other adults' requests for information accurately within agreed boundaries of confidentiality

P4   actively listen to other adults, asking questions and clarifying and confirming key points

P5   recognise when there are communication difficulties and adapt the way you communicate accordingly

P6   handle any disagreements with other adults in a way that will maintain a positive relationship

STL20   Develop and promote positive relationships

Knowledge and understanding

You need to know and understand:

K1   the importance of good working relationships in the setting

K2   relevant legal requirements covering the way you relate to and interact with children and young people

K3   relevant legal requirements and procedures covering confidentiality and the disclosure of information

K4   relevant legal requirements covering the needs of disabled children and young people and those with special educational needs

K5   the types of information that should be treated confidentially: who you can and cannot share this information with

K6   the meaning of anti-discriminatory practice and how to integrate this into your relationships with children, young people and other adults

K7   how you adapt your behaviour and communication with children/young people to meet the needs of children/young people in your care of different ages, genders, ethnicities, needs and abilities

K8   strategies you can adopt to help children/young people to feel welcome and valued in the setting

K9   what is meant by 'appropriate' and 'inappropriate' behaviour when interacting with children and young people, the policies and procedures to follow and why these are important

K10   the importance of encouraging children and young people to make choices for themselves and strategies to support this

K11   the importance of involving children and young people in decision making and strategies you can use to do this

K12   how to negotiate with children/young people according to their age and stage of development

K13   strategies you can use to show children and young people that you respect their individuality

K14   how to balance the needs of individual children/young people with those of the group as a whole

K15   the importance of clear communication with children and young people and specific issues that may arise in bilingual and multilingual settings

K16   why it is important for children/young people to ask questions, offer ideas and suggestions and how you can help them do this

K17   why it is important to listen to children and young people

K18   how to respond to children and young people in a way that shows you value what they have to say and the types of behaviour that could show that you do not value their ideas and feelings

K19   the importance of being sensitive to communication difficulties with children and young people and how to adapt the way you communicate to different situations

K20   how you can help children and young people to understand the value and importance of positive relationships with others

K21   the importance of children and young people valuing and respecting other people's individuality and how you can encourage and support this

K22   why it is important for children and young people to understand and respect other people's feelings and how you can encourage and support this

K23   why it is important to be consistent and fair in dealing with positive and negative behaviour

K24   strategies you can use to encourage and reinforce positive behaviour

K25   strategies you can use to challenge and deal with different types of behaviour which are consistent with your organisation's policies

K26   why it is important for children and young people to be able to deal with conflict themselves and what support they may need from you, according to their age, needs and abilities

K27   why it is important to encourage and support positive relationships between children/young people and other adults in the setting and strategies you can use to do this

K28   why positive relationships with other adults are important

K29   why it is important to show respect for other adults' individuality and how to do so

K30   the importance of clear communication with other adults and how this can be achieved

K31   the importance of being sensitive to communication difficulties with other adults and strategies you can use to overcome these

K32   how and when it may be necessary to adapt the way you communicate to meet the needs of other adults

K33   typical situations that may cause conflict with other adults and how to deal with these effectively

STL21 Support the development and effectiveness of work teams

UNIT SUMMARY

Who is this unit for?

This unit is for those who work with others to achieve shared objectives for supporting individual or groups of pupils. It covers the individual's role in contributing to team development and effectiveness.

What is this unit about?

This unit is about being an effective member of a work team. It involves taking an active role in supporting and developing team effectiveness.

This unit contains two elements:

21.1   Contribute to effective team practice

21.2   Contribute to the development of the work team

Linked units

STL5   Provide effective support for your colleagues

STL62   Develop and maintain working relationships with other practitioners

STL63   Provide leadership for your team

STL65   Allocate and check work in your team

STL21   Support the development and effectiveness of work teams

Glossary of terms used in this unit

Confidentiality   only providing information to those who are authorised to have it

Issues   situations and circumstances that hinder or prevent effective team performance, for example:

- poor cooperation between members of the team
- interpersonal conflicts between members of the team

Support   the time, resources and advice that you give to colleagues and their activities

Team   people with whom you work on a short-, medium- or long-term basis. Teams may relate to the support provided for:

- a specific pupil, eg. teachers, other support staff and other professionals from within and outside of the school who support a pupil with a statement of special educational needs
- a group of pupils, eg. a class or year group

STL21   Support the development and effectiveness of work teams

21.1 Contribute to effective team practice

Performance criteria

You need to:

P1   work in ways that conform to decisions taken by the team

P2   communicate with other team members openly and honestly

P3   acknowledge the views and opinions of colleagues constructively

P4   provide sufficient information on work in progress to enable another member of the team to take over the work if required

P5   give clear, accurate and complete information to other team members as needed for them to work effectively

P6   record, summarise, share and feed back information, using IT skills where necessary to do so

P7   offer help and advice to colleagues when they ask for it, when this is consistent with your other responsibilities

P8   address and handle in a constructive manner any issues in the team which can be resolved by your own actions

P9   accurately and fairly report any issues in the team which cannot be resolved to someone who has the authority and capability to reach a resolution

P10   show respect for individuals and the need for confidentiality when reporting issues to someone in authority to deal with

STL21   Support the development and effectiveness of work teams

21.2   Contribute to the development of the work team

Performance criteria

You need to:

P1   contribute effectively to the review of team practice

P2   identify and share information on opportunities for improvement in team practice in a constructive manner

P3   provide positive feedback to other team members for activities which they have undertaken effectively

P4   offer other team members appropriate support and encouragement when they are undertaking new or difficult tasks

P5   offer feedback, information and advice to others in a manner which is constructive, shows sensitivity to their needs and concerns, and takes account of their overall situation

P6   recognise and value the strengths which each team member brings to a situation

P7   demonstrate a willingness to share information and expertise which could benefit other team members in their work

STL21   Support the development and effectiveness of work teams

Knowledge and understanding

You need to know and understand:

K1   the principles underlying effective communication, interpersonal and collaborative skills and how to apply these within the teams in which you work

K2   the relationship between your own work role and the role of other members of the work team

K3   the value and expertise you bring to a team and that brought by your colleagues

K4   the importance of respecting the skills and expertise of other practitioners

K5   your role within the team and how you contribute to the overall group process

K6   the range of interactive styles which individuals have and how these may affect ongoing work

K7   the differences between work relationships and personal relationships and how work relationships can be maintained effectively

K8   the sorts of situations where team members may require help and advice and how you should respond to these

K9   indicators of problems with team working and the actions you should take in response to these

K10   methods of handling and minimising interpersonal conflict

K11   school policies and procedures for dealing with difficulties in working relationships and practices, including confidentiality requirements

K12   the range of learning styles and preferences within the work team and the implications of these for the way in which you offer support to colleagues

K13   the broader contexts in which everyone works and the particular situations of colleagues which might affect how they work and tackle problems at particular points in time

K14   the sort of information and expertise you have which could benefit team members and how to share these with others

K15   the value of sharing how you approach your role with other members of the team

STL22   Reflect on and develop practice (CCLD 304)

UNIT SUMMARY

Who is this unit for?

This unit is for those who work with children and young people in a range of settings and services.

What is this unit about?

This unit is about the competence you need to reflect on your practice. Self-evaluation and reflection will enable you to learn and develop your practice. This unit also includes taking part in continuing professional development and how this has been used to develop your practice.

This unit contains two elements:

22.1   Reflect on practice

22.2   Take part in continuing professional development

Linked units

STL5   Provide effective support for your colleagues

Origin of this unit

This unit is taken from the National Occupational Standards in Children's Care, Learning and Development where it appears as CCLD 304.

This unit is underpinned by the principles and values for the National Occupational Standards in Children's Care Learning and Development.

STL22   Reflect on and develop practice

Glossary of terms used in this unit

Best practice benchmarks
widely agreed as providing the most advanced, up-to-date thinking and practice against which you can measure what you are doing: not minimum standards. Benchmarks can be statutory/regulatory or based on other requirements or research

Continuing professional development
ongoing training and professional updating

Processes, practices and outcomes
how you do things, what you do and what you achieve

Reflective practice
the process of thinking about and critically analysing your actions with the goal of changing and improving occupational practice

STL22   Reflect on and develop practice

22.1   Reflect on practice

Performance criteria

You need to:

P1   monitor processes, practices and outcomes from your own work

P2   evaluate your own performance (achievements, strengths and weaknesses) using best practice benchmarks

P3   reflect on your interactions with others

P4   share your reflections with others and use their feedback to improve your own evaluation

P5   use reflection to solve problems

P6   use reflection to improve practice

22.2   Take part in continuing professional development

Performance criteria

You need to:

P1   identify areas in your knowledge, understanding and skills where you could develop further

P2   develop and negotiate a plan to develop your knowledge, skills and understanding further

P3   seek out and access opportunities for continuing professional development as part of this plan

P4   use continuing professional development to improve your practice

STL22   Reflect on and develop practice

Knowledge and understanding

You need to know and understand:

K1   why reflection on practice and evaluation of personal effectiveness is important

K2   how learning through reflection can increase professional knowledge and skills

K3   how reflection can enhance and use personal experience to increase confidence and self-esteem

K4   techniques of reflective analysis:
    a   questioning what, why and how
    b   seeking alternatives
    c   keeping an open mind
    d   viewing from different perspectives
    e   thinking about consequences
    f   testing ideas through comparing and contrasting
    g   asking 'what if?'
    h   synthesising ideas
    i   seeking, identifying and resolving problems

K5   reflection as a tool for contrasting what we say we do and what we actually do

K6   how to use reflection to challenge existing practice

K7   the difficulties that may occur as a result of examining beliefs, values and feelings

K8   how to assess further areas for development in your skills and knowledge through reflection, feedback and using resources such as the internet, libraries, journals

K9   how to develop a personal development plan with objectives that are specific, measurable, achievable, realistic and with timescales

K10   the availability and range of training and development opportunities in the local area and how to access these

K11   the importance of integrating new information and/or learning in order to meet current best practice, quality schemes or regulatory requirements

STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

UNIT SUMMARY

Who is this unit for?

This unit is for those who plan, deliver and evaluate teaching and learning activities for individual pupils or groups of pupils under the teacher's guidance or instructions.

What is this unit about?

This unit is about planning and delivering teaching and learning activities to complement, reinforce or extend teaching and learning planned and delivered by the teacher. It also involves monitoring and providing feedback on pupil participation and progress, and evaluating your own contribution to the learning activity.

The teaching and learning activities will be for individual pupils or small groups of pupils and delivered alongside or close to the teacher who remains in overall charge of the whole class. They may be delivered in the classroom or any setting where teaching and learning takes place such as field studies, educational visits, extended hours provision and study support arrangements. Planning, implementation and evaluation will also cover any partnership working with the teacher as part of the overall lesson plan, for example when working with the whole class in a plenary session.

Teaching and learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school.

This unit contains three elements:

23.1   Plan teaching and learning activities under the direction of a teacher

23.2   Deliver teaching and learning activities

23.3   Evaluate teaching and learning activities and outcomes

Linked units

STL1   Provide support for learning activities

STL8   Use information and communication technology to support pupils' learning

STL18   Support pupils' learning activities

STL24   Contribute to the planning and evaluation of teaching and learning activities

STL27   Support implementation of the early years curriculum

STL34   Support gifted and talented pupils

This unit covers the independent planning, delivery and evaluation of teaching and learning activities under the teacher's guidance or instructions. STL2 and STL3 together cover the responsibilities of those who work with the teacher to the plan and evaluate teaching and learning activities, and then support the delivery of the teacher's planned activities. However STL3 can be used separately where there is no involvement in planning and evaluation, eg. for cover supervision.

STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

Glossary of terms used in this unit

Evaluation	an assessment of how well the teaching and learning activities achieved their objectives
Learning resources	materials, equipment (including ICT), software, books and other written materials (eg. handouts, worksheets), DVDs, etc. that are required to support teaching and learning
Partnership working	working with the teacher to support teaching and learning, for example in whole-class plenary sessions
Personalised learning	maintaining a focus on individual progress, in order to maximise the capacity of all children and young people to learn, achieve and participate. This means supporting and challenging each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives. 'Personalised learning' is not about individual lesson plans or individualisation, where children are taught separately, largely through a one-to-one approach
Plans	plans may relate to a single lesson or span a number of lessons, eg. project plans, scheme of work. The plan will be recorded in writing and agreed by the teacher before putting it into action
Relevant people	people with a need and right to have information about pupils' participation and progress. This will include the qualified teacher responsible for the pupils but may also include others such as school leaders, other classroom support staff working with the pupils, special needs coordinator, or other professionals, eg. speech and language therapist, educational psychologist. Information sharing must always adhere to the school's confidentiality policy and child protection procedures
Success measures	the criteria against which the teaching and learning activities are evaluated. Success measures could relate to: • the impact on individual or groups of pupils • coverage of the curriculum • individual learning target
Teaching and learning activities	the teaching and learning activities for individual pupils or small groups of pupils developed and delivered by the practitioner working within a framework set by the teacher

STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

23.1 Plan teaching and learning activities under the direction of a teacher

Performance criteria

You need to:

P1 clarify and confirm with the teacher:

    a the teaching and learning objectives of the activities

    b your role in planning, providing and evaluating the teaching and learning activities and how this relates to what the teacher will be doing

    c the pupils you will be working with

    d how success is to be measured

P2 contribute effectively to the planning of any partnership working with the teacher as part of the overall lesson plan

P3 plan activities to meet the agreed teaching and learning objectives and the personalised learning needs of the pupils involved

P4 structure teaching and learning activities to:

    a maintain pupils' motivation and interest

    b provide feedback on pupils' learning and progress

P5 select and prepare teaching and learning resources relevant to:

    a the pupils' needs and interests

    b the teaching and learning objectives of the activities

    c the linguistic and cultural diversity of society

STL23   Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

23.2 Deliver teaching and learning activities

Performance criteria

You need to:

P1   establish and maintain a purposeful working environment for the learning activities

P2   communicate effectively and sensitively with pupils to support their learning

P3   use appropriate teaching and learning methods:
   a   for the pupils and the learning activities
   b   to maintain pupils' motivation and interest
   c   to support and challenge pupils appropriately
   d   to gather feedback on pupils' learning and progress

P4   promote and support the inclusion of all pupils involved in the learning activities

P5   monitor the pupils' responses to the teaching and learning activities and modify or adapt activities if necessary to promote learning

P6   monitor pupils' participation and progress in the learning activities and provide constructive support to pupils as they learn

P7   reliably carry out agreed commitments to partnership working with the teacher

P8   provide accurate and complete feedback to relevant people on pupils' participation and progress

P9   maintain appropriate records of the teaching and learning activities and outcomes in accordance with school procedures

STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

23.3 Evaluate teaching and learning activities and outcomes

Performance criteria

You need to:

P1 identify and use evidence from the teaching and learning activities to evaluate pupil progress

P2 make a realistic assessment of the extent to which the planned teaching and learning objectives were achieved taking account of the agreed success measures

P3 seek and take account of feedback from the teacher and pupils

P4 identify the strengths and weaknesses of the teaching and learning activities in relation to:
   a   the teaching and learning objectives
   b   the success measures
   c   pupil participation and progress
   d   the teaching and learning resources
   e   the teaching and learning methods

P5 identify issues for improvement and ways of addressing these

P6 record and use the results of your evaluation to support development and improvement

P7 provide feedback to the teacher to inform his/her future planning

STL23   Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

Knowledge and understanding

You need to know and understand:

K1   the nature and boundaries of your role in planning and delivering teaching and learning activities, and its relationship to the role of the teacher and others in the school

K2   the importance of having high expectations of pupils and how this is demonstrated through your practice

K3   the relevant school curriculum and age-related expectations of pupils in the subject/curriculum area and age range of the pupils with whom you are working

K4   the teaching and learning objectives of the learning activities and the place of these in the teacher's overall teaching programme

K5   how to take account of pupils' experiences, interests, aptitudes and preferences in planning personalised learning

K6   the key factors that can affect the way pupils learn including age, gender, and physical, intellectual, linguistic, social, cultural and emotional development, and how to take account of these in the planning, implementation and evaluation of learning activities

K7   how social organisation and relationships, such as pupil grouping and the way adults interact and respond to pupils, may affect learning

K8   strategies for gathering information on pupil learning and progress, and how to plan for and use these in teaching and learning activities

K9   how to select and prepare teaching and learning resources to meet the needs of the pupils involved

K10   how to establish and maintain a purposeful learning environment and promote good behaviour

K11   the importance and methods of establishing rapport and respectful, trusting relationships with pupils

K12   how to select and use teaching and learning methods to support, motivate and interest all pupils with whom you are working

K13   school policies for inclusion and equality of opportunity and the implication of these for how you plan, deliver and evaluate teaching and learning activities

K14   how to monitor the pupils' response to teaching and learning activities

K15   when and how to modify teaching and learning activities

K16   how to monitor and promote pupil participation and progress

K17   the importance of working within the boundaries of your role and competence and when you should refer to others

K18   how to reflect on and learn from experience

K19   how to evaluate teaching and learning activities and outcomes

K20   the school procedures for recording and sharing information

STL24 Contribute to the planning and evaluation of teaching and learning activities

UNIT SUMMARY

Who is this unit for?

This unit is for those who help teachers to plan and evaluate teaching and learning activities.

What is this unit about?

This unit is about helping the teacher to plan how teaching and learning activities will be implemented, including your own role in supporting the activities, and sharing your views and opinions with the teacher about how well the activities achieved the learning objectives.

The teaching and learning activities may be for individual pupils, groups of pupils, or the whole class. The teaching and learning activities may be delivered in the classroom or any setting where teaching and learning takes place such as field studies, educational visits, extended hours provision and study support arrangements.

This unit contains two elements:

24.1   Contribute to the planning of teaching and learning activities

24.2   Contribute to the evaluation of teaching and learning activities

Linked units

STL1   Provide support for learning activities

STL8   Use information and communication technology to support pupils' learning

STL18   Support pupils' learning activities

STL23   Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

STL27   Support implementation of the early years curriculum

STL29   Observe and promote pupil performance and development

STL34   Support gifted and talented pupils

This unit and STL18 together cover the responsibilities of those who contribute to the planning, delivery and evaluation of teaching and learning activities. However STL18 can be used separately where there is no involvement in planning and evaluation, eg. for cover supervision.

STL23 is designed for those who independently plan, deliver and evaluate teaching and learning activities for individual pupils or small groups of pupils under the direction of a teacher, where the teacher is present or close by and remains in overall charge of the whole class.

STL24   Contribute to the planning and evaluation of teaching and learning activities

Glossary of terms used in this unit

Contexts	the factors that need to be taken into account when evaluating teaching and learning activities, for example:

- the relevant curriculum framework
- the age and stage of development of the pupils
- any additional needs of the pupils involved in the learning activities
- the learning environment/setting

Difficulties	potential barriers and hindrances to implementing the planned teaching and learning activities. Difficulties could relate to:

- learning materials, eg. availability, cost, quality
- time, eg. timetable restrictions, your contractual hours
- learning environment/setting, eg. space, facilities, potential distractions or disruptions
- your role and expertise, eg. your job description and requirements for supporting particular pupils, your subject knowledge

Evaluation	an assessment of how well the teaching and learning activities achieved their objectives
Partnership working	working with the teacher to support teaching and learning, eg. in whole-class plenary sessions
Planning	deciding with the teacher what you will do, when, how and with which pupils, to ensure that planned teaching and learning activities are implemented effectively
Plans	plans may relate to a single lesson or span a number of lessons, eg. project plans, scheme of work. The plan may be recorded in writing or just agreed verbally between you and the teacher
Success measures	the criteria against which the teaching and learning activities are evaluated. Success measures could relate to:

- the impact on individual or groups of pupils
- coverage of the curriculum
- individual learning targets

Teaching and learning activities	the teaching and learning activities planned by the teacher for individual pupils, groups of pupils and the whole class

STL24   Contribute to the planning and evaluation of teaching and learning activities

24.1 Contribute to the planning of teaching and learning activities

Performance criteria

You need to:

P1   clarify and confirm with the teacher your understanding of the teaching and learning objectives of the activities and how success is to be measured

P2   give constructive and timely feedback on ideas and options being explored

P3   share your own ideas on pupils' learning needs and ways of meeting these

P4   offer realistic and constructive suggestions as to the support you can provide, taking account of any particular strengths and weaknesses in your expertise and experience which could affect the plans being made

P5   discuss and agree your role in delivering the teaching and learning activities when working alone and when working in partnership with the teacher

P6   bring the teacher's attention to any difficulties you foresee in delivering the planned teaching and learning activities as required

P7   plan your time to meet your responsibilities for delivering the planned teaching and learning activities and make effective use of allocated time

24.2 Contribute to the evaluation of teaching and learning activities

Performance criteria

You need to:

P1   express a realistic and fair view on the success of the teaching and learning activities taking account of the agreed success measures

P2   take account of the contexts within which the teaching and learning activities took place when offering comments upon it

P3   identify and share information on the strengths and weaknesses of the activities in a constructive manner

P4   offer realistic and constructive suggestions for improvements to the activities and your role in supporting them

P5   deal with any differences of opinion in a way that maintains effective working relationships with colleagues

STL24   Contribute to the planning and evaluation of teaching and learning activities

Knowledge and understanding

You need to know and understand:

K1   the relationship between your own role and the role of the teacher within the learning environment

K2   the role and responsibilities of yourself and others in planning, implementing and evaluating teaching and learning activities

K3   your role and responsibilities for supporting pupils' learning and the implications of this for the sort of support you can provide

K4   the school policies for inclusion and equality of opportunity, and the implication of these for how you work with pupils

K5   the relevant school curriculum and age-related expectations of pupils in the subject/curriculum area and age range of the pupils with whom you are working

K6   how children learn and the implications of this for planning teaching and learning activities

K7   any particular learning needs and learning styles of the pupils concerned and how these may affect the planned teaching and learning activities

K8   the value of different learning contexts (eg. indoors, outdoors, visits)

K9   the principles underlying effective communication, planning and collaboration

K10   your experience and expertise in relation to supporting learning activities and how this relates to the planned activities

K11   your strengths and weaknesses in relation to supporting different types of learning

K12   the importance of effective time management and how to achieve this

K13   how to give feedback in a constructive manner and in a way that ensures that working relationships are maintained

STL25   Support literacy development

UNIT SUMMARY

Who is this unit for?

This unit is for those who provide support for literacy development. It covers the support given to pupils to help them develop reading, writing, listening and speaking/talking skills.

What is this unit about?

This unit is about working with the teacher to support pupils during whole-class, group and individual learning activities for literacy development. It involves discussing with the teacher how the learning activities are to be organised, and what your particular role will be, providing the agreed support and giving feedback to the teacher about pupil progress in developing literacy skills.

This unit contains three elements:

25.1   Support pupils to develop their reading skills

25.2   Support pupils to develop their writing skills

25.3   Support pupils to develop their speaking/talking and listening skills

Linked units

STL1   Provide support for learning activities

STL2   Support children's development

STL6   Support literacy and numeracy activities

STL10   Support children's play and learning

STL11   Contribute to supporting bilingual/multilingual pupils

STL18   Support pupils' learning activities

STL33   Provide literacy and numeracy support to enable pupils to access the wider curriculum

STL35   Support bilingual/multilingual pupils

STL36   Provide bilingual/multilingual support for teaching and learning

STL25   Support literacy development

Glossary of terms used in this unit

Literacy	literacy unites the important skills of reading, writing, speaking/talking and listening
Learning resources	materials, equipment (including ICT), software, books and other written materials (eg. handouts, worksheets), DVDs, etc. that are required to support teaching and learning
Problems	the barriers and hindrances to providing support for pupils during learning activities. Problems may relate to:

- learning resources, eg. quantity, quality, suitability or availability
- the learning environment, eg. space, comfort, noise level, disruptions
- the pupils' ability to learn, eg. home or educational background, cultural and language heritage, attitude to learning, poor behaviour, low self-esteem, lack of concentration, sensory or physical disabilities

Support strategies   the methods and techniques used to support pupils in developing literacy skills, for example:

- use of targeted prompts and feedback to develop use of independent reading and writing strategies
- facilitating the participation of individuals or small groups in shared reading and writing activities
- using phonics to help pupils understand the sound and spelling system and use this to read and spell accurately
- use of specific support strategies, eg. paired reading, writing frames
- use of specific support programmes, eg. graded reading books, differentiated computer-based learning programmes, Additional literacy support programmes
- prompting shy or reticent pupils to contribute to conversations and discussions and to respond to questions
- explaining words and phrases use by the teacher

STL25 Support literacy development

25.1 Support pupils to develop their reading skills

Performance criteria

You need to:

P1   clarify and confirm with the teacher:
   a   your role in supporting pupils to develop reading skills and how this relates to the teacher's role
   b   the learning needs of the pupils you will be working with
   c   the individual learning targets for the pupils you will be working with

P2   agree the support strategies you will use when working with individual and groups of pupils to develop their reading skills

P3   obtain the learning resources needed to implement the agreed support strategies

P4   implement the agreed strategies correctly to support the pupils' reading development

P5   monitor the pupils' progress towards the intended learning outcomes and provide feedback to the pupils in a manner appropriate to their age and achievements

P6   take appropriate action to resolve any problems in supporting pupils during learning activities

P7   provide the teacher with the information needed to maintain pupil records and reports

STL25   Support literacy development

25.2 Support pupils to develop their writing skills

Performance criteria

You need to:

P1   clarify and confirm with the teacher:
    a   your role in supporting pupils to develop writing skills and how this relates to the teacher's role
    b   the learning needs of the pupils you will be working with
    c   the individual learning targets for the pupils you will be working with

P2   agree the support strategies you will use when working with individual and groups of pupils to develop their writing skills

P3   obtain the learning resources needed to implement the agreed support strategies

P4   implement the agreed strategies correctly to support development of the pupils' writing skills

P5   monitor the pupils' progress towards the intended learning outcomes and provide feedback to the pupils in a manner appropriate to their age and achievements

P6   take appropriate action to resolve any problems in supporting pupils during learning activities

P7   provide the teacher with the information needed to maintain pupil records and reports

STL25   Support literacy development

25.3 Support pupils to develop their speaking/talking and listening skills

Performance criteria

You need to:

P1   provide opportunities for pupils to engage in conversation, discussion and questioning

P2   use open-ended questions to encourage pupils to contribute to conversations and discussions

P3   support shy and reticent pupils in responding to questions

P4   use language and vocabulary which is appropriate to the pupils' level of understanding and development

P5   use appropriate strategies for introducing pupils to new words and language structures to help extend their vocabulary and structural command of language

P6   create opportunities to extend pupils' understanding about the importance of attentive listening and taking turns to speak

P7   encourage pupils to contribute to conversations and discussions in a manner likely to enhance their self-confidence and self-esteem

P8   encourage pupils to respond constructively to other pupils' contributions to conversations and discussions

P9   respond to pupils' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images

STL25   Support literacy development

Knowledge and understanding

You need to know and understand:

K1   the school's English, Welsh or language policy as appropriate to the setting

K2   the strategies and resources used at your school for developing pupils':
   a   reading skills
   b   writing skills
   c   speaking/talking and listening skills

K3   the nature and boundaries of your role in supporting literacy development, and its relationship to the role of the teacher and others in the school

K4   the teacher's programme and plans for literacy development

K5   the basic principles of how children develop literacy skills, the stages of development expected of, and achieved by, the pupils with whom you work

K6   the nature of any special educational needs or additional support needs of pupils with whom you work and the implications of these for helping them to develop literacy skills

K7   the strategies suitable for supporting reading, writing, and speaking/talking and listening and how these relate to the different learning needs of the pupils with whom you work

K8   the interactive use of speaking/talking, listening, reading and writing to promote literacy development in pupils

K9   how to spell and form grammatically accurate sentences

K10   how to use praise and constructive feedback to promote pupils' learning

K11   the role of communication and self-expression in developing self-esteem

K12   physical and emotional factors which impact on a pupil's ability to engage in oral communication and ways of overcoming or minimising the effects of these

K13   how to monitor and promote pupil participation and progress in all aspects of literacy development

K14   the sorts of problems that might occur when supporting learning activities and how to deal with these

K15   the importance of working within the boundaries of your role and competence and when you should refer to others

K16   the school procedures for recording and sharing information

STL26   Support numeracy development

UNIT SUMMARY

Who is this unit for?

This unit is for those who provide support for numeracy development. It covers the support given to pupils to help them develop mathematical skills and use and apply mathematics.

What is this unit about?

This unit is about working under the direction of the teacher to support pupils during whole-class, group and individual learning activities for numeracy development. It involves discussing with the teacher how the learning activities are to be organised, and what your particular role will be, providing the agreed support and giving feedback to the teacher about pupil progress in developing mathematical knowledge, understanding and skills.

This unit contains two elements:

26.1   Support pupils to develop numeracy skills

26.2   Support pupils to use and apply mathematics

Linked units

STL1   Provide support for learning activities

STL2   Support children's development

STL6   Support literacy and numeracy activities

STL18   Support pupils' learning activities

STL33   Provide literacy and numeracy support to enable pupils to access the wider curriculum

STL26 Support numeracy development

Glossary of terms used in this unit

Information	information about a pupil's current skills and abilities may be obtained from:

- the class or subject teacher
- written records/reports
- observation of the pupils

Learning objectives — as defined by the national curriculum for the country in which you work and reflected in the school and teacher's curriculum framework for mathematics

Numeracy — a proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams and tables

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

Numeracy skills — the skills needed to use and apply mathematics including:

- counting and understanding number
- knowing and using number facts
- calculating
- understanding shape
- measuring
- handling data

Problems — the barriers and hindrances to providing support for pupils during learning activities. Problems may relate to:

- learning resources, eg. quantity, quality, suitability or availability
- the learning environment, eg. space, comfort, noise level, disruptions
- the pupils' ability to learn, eg. attitude to learning, behaviour, self-esteem, concentration

Support strategies	the methods and techniques used to support pupils in developing mathematical knowledge and skills, for example:

- helping pupils to interpret and follow instructions
- reminding pupils of teaching points made by the teacher
- questioning and prompting pupils
- helping pupils to select and use appropriate mathematical resources, eg. number lines, measuring instruments, games, computer software and learning programmes
- explaining and reinforcing correct use of mathematical vocabulary
- introducing follow-on tasks to reinforce and extend learning, eg. problem-solving tasks, mathematical games, puzzles

Using and applying mathematics	problem solving or pursuing a line of enquiry that involves representing ideas using numbers, symbols or diagrams, reasoning and predicting and communicating results, orally or in writing

STL26   Support numeracy development

26.1   Support pupils to develop numeracy skills

Performance criteria

You need to:

P1   clarify and confirm with the teacher your understanding of:

   a   the learning activities you will be supporting

   b   the teaching and learning objectives of the activities

   c   which pupils you will be working with

   d   how this will be organised in relation to what the teacher and other pupils will be doing

P2   obtain accurate and up-to-date information about the pupils' current numeracy skills, including any specific learning targets or difficulties

P3   agree the support strategies you will use when working with individual and groups of pupils to develop their numeracy skills

P4   obtain the learning resources needed to implement the agreed learning activities

P5   use the agreed strategies correctly to support development of the pupils' numeracy skills

P6   use praise, commentary and assistance to encourage pupils to stay on task and complete the learning tasks

P7   deal with any difficulties in completing the learning tasks in ways that maintain the pupil's confidence and self-esteem

P8   monitor progress towards the intended learning outcomes and provide feedback to the pupils in a manner appropriate to their age and achievements

P9   take appropriate action to resolve any problems in supporting pupils during learning activities

P10   provide the teacher with the information needed to maintain pupil records and reports

STL26   Support numeracy development

26.2 Support pupils to use and apply mathematics

Performance criteria

You need to:

P1   clarify and confirm your understanding of:
   a   the learning activity you will be supporting
   b   the teaching and learning objectives of the activity
   c   which pupils you will be working with
   d   how this will be organised in relation to what the teacher and other pupils will be doing

P2   agree the strategies you will use to support pupils in using and applying mathematics

P3   obtain and/or develop learning resources to support the activity

P4   clearly explain the learning task to the pupils involved

P5   encourage the pupils to ask questions and to seek clarification on any aspects of the learning task

P6   provide levels of individual attention, reassurance and help with the learning task as appropriate to pupils' needs

P7   make yourself available and easy for pupils to approach for support when needed

P8   provide support as needed to promote pupils' learning while allowing them time and encouragement to pursue their own lines of enquiry and solve mathematical problems

P9   use praise, commentary and assistance to encourage pupils to stay on task and complete the learning tasks

P10   deal with difficulties in completing the learning task in ways that maintain the pupil's confidence and self-esteem

P11   monitor progress towards the intended learning objectives and provide feedback to the pupils in a manner appropriate to their age and achievements

P12   take appropriate action to resolve any problems in supporting pupils during the learning activities

P13   provide the teacher with the information needed to maintain pupil records and reports

STL26 Support numeracy development

Knowledge and understanding

You need to know and understand:

K1   the school policy for mathematics and the age-related expectations of pupils relevant to the age range of the pupils with whom you work

K2   how pupils develop mathematical skills and the factors that promote and hinder effective learning

K3   the teaching and learning objectives of the learning activities you are supporting and the place of these in the teacher's overall teaching programme for mathematics

K4   how to obtain and use information about pupils' current mathematical skills and abilities

K5   strategies for supporting development of mathematical skills and how these relate to different learning needs

K6   the nature of any special educational needs or additional support needs of pupils with whom you work and the implications of these for helping them to develop mathematical knowledge, understanding and skills

K7   the resources used at your school for developing pupils' mathematical skills and how they should be used

K8   how to use praise and constructive feedback to promote pupils' learning

K9   the sorts of questions, problems and tasks that can be used to help pupils in the age-range you work with to use and apply mathematics

K10   the importance of explaining learning tasks clearly and allowing pupils to ask questions and clarify their understanding and how to do this

K11   how to support pupils in pursuing their own lines of enquiry and finding their own solutions to problems

K12   how to maintain pupils' interest, motivation and focus in pursuing lines of enquiry and solving problems

K13   how to monitor and promote pupil participation and progress in developing and using mathematical skills

K14   the sorts of problems that might occur when supporting learning activities and how to deal with these

K15   the importance of working within the boundaries of your role and competence and when you should refer to others

K16   the school procedures for recording and sharing information

STL27 Support implementation of the early years curriculum

UNIT SUMMARY

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:

27.1 Contribute to planning implementation of the early years curriculum

27.2 Support teaching and learning activities to deliver the early years curriculum

27.3 Contribute to the monitoring and assessment of children's progress

Linked units

STL1 Provide support for learning activities

STL2 Support children's development

STL10 Support children's play and learning

STL18 Support pupils' learning activities

STL24 Contribute to the planning and evaluation of teaching and learning activities

STL28 Support teaching and learning in a curriculum area

Origin of this unit

This is a new unit developed specifically for supporting teaching and learning in schools. It 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.

STL27   Support implementation of the early years curriculum

Glossary of terms used in this unit

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 (eg. 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

STL27   Support implementation of the early years curriculum

27.1 Contribute to planning implementation of the early years curriculum

Performance criteria

You need to:

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

27.2 Support teaching and learning activities to deliver the early years curriculum

Performance criteria

You need to:

P1   select and use support strategies suitable for the content and objectives of the learning activities and the children involved

P2   provide well-structured learning activities that interest and motivate children and advance their learning

P3   communicate effectively with children to enhance their learning, listening carefully to children and responding constructively

P4   clearly and enthusiastically present subject content using appropriate subject-specific vocabulary and well chosen illustrations and examples

P5   encourage children to concentrate, listen attentively and persevere in their learning for sustained periods

P6   support children's positive behaviour

P7   adapt your teaching methods and approaches to meet the needs of all the children involved, ensuring that children have equal access to the curriculum

P8   ensure children take part effectively and confidently in learning activities

STL27 Support implementation of the early years curriculum

27.3 Contribute to the monitoring and assessment of children's progress

Performance criteria

You need to:

P1   support the work of teachers in evaluating children's progress through various assessment activities

P2   monitor children's responses to learning and their participation and progress

P3   provide feedback to teachers and constructive support to children as they learn

P4   report and record assessment information according to the procedures of the setting

P5   use the monitoring and assessment of children's progress to inform your own learning needs and your effectiveness in supporting children

STL27   Support implementation of the early years curriculum

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

STL28 Support teaching and learning in a curriculum area

UNIT SUMMARY

Who is this unit for?

This unit is for those who work within a subject or curriculum area to support teaching and learning.

What is this unit about?

This unit is about developing and using subject knowledge and skills to support teaching and learning in a curriculum area. It does not, however, cover the specialist technical functions carried out by technicians, librarians and ICT professionals which are covered in separate sets of national occupational standards.

Subject or curriculum area refers to all forms of organised learning experienced across the curriculum. For example, area of learning in the foundation stage, broad areas of curricular experience and learning through play in the early years, thematically structured work in the primary phase, single subjects, vocational subjects and cross-curricular work in the 14–19 phase.

This unit contains two elements:

28.1 Develop, use and improve your own subject knowledge to support teaching and learning
28.2 Develop and evaluate materials to support teaching and learning in a curriculum area

Linked units

This unit focuses on specific-subject content and issues. Planning, delivery and evaluation of learning activities is covered by the following units:

STL1 Provide support for learning activities

STL8 Use information and communication technology to support pupils' learning

STL10 Support children's play and learning

STL18 Support pupils' learning activities

STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

STL24 Contribute to the planning and evaluation of teaching and learning activities

STL27 Support implementation of the early years curriculum

Preparation of learning materials is also covered in:

STL31 Prepare and maintain the learning environment

STL28   Support teaching and learning in a curriculum area

Glossary of terms used in this unit

Materials	information, written materials, software, books, DVDs, internet sources, etc that can be used to support teaching and learning in a subject/curriculum area
Opportunities to improve your own subject knowledge	chances to develop your subject knowledge through, for example:

- research

- observing lessons

- school-based development opportunities

- external development programmes

- journals and reports

Subject/curriculum area	covers all forms of organised learning experienced across the curriculum. For example, area of learning in the foundation stage, broad areas of curricular experience and learning through play in the early years, thematically structured work in the primary phase, single subjects, vocational subjects and cross-curricular work in the 14–19 phase, and including promotion of the qualities, attitudes and skills needed of motivated, engaged and successful learners
Users	the people who will use the materials to support learning, including teachers, support staff and pupils

STL28   Support teaching and learning in a curriculum area

28.1   Develop, use and improve your own subject knowledge to support teaching and learning

Performance criteria

You need to:

P1   monitor advances in knowledge and practice relevant to the subject area to a sufficient level to keep abreast of developments

P2   use evidence from your own and others' work to inform development of your own subject knowledge and skills

P3   use your subject knowledge as required to:
   a   contribute to the planning, delivery and evaluation of activities or lessons
   b   share subject knowledge with pupils, answer pupils' questions and address their errors or misconceptions
   c   develop and evaluate teaching and learning materials
   d   contribute to staff development activities

P4   carry out a realistic self-evaluation of your subject knowledge and skills

P5   seek and use feedback from teachers and others with whom you work

P6   identify any subject knowledge and skills that would help you to improve the support you provide to teaching and learning in the subject/curriculum area

P7   identify and use opportunities to improve your own subject knowledge and skills

P8   synthesise new knowledge and skills into your own practice and apply it to all areas of work in which it is relevant and likely to be effective

STL28   Support teaching and learning in a curriculum area

28.2   Develop and evaluate materials to support teaching and learning in a curriculum area

Performance criteria

You need to:

P1   clarify and confirm your understanding of the materials required and the deadlines for obtaining or producing the materials

P2   confirm with the relevant person that you understand what they require

P3   promptly refer any requests for materials to an appropriate person when you are unable to meet the user's requirements

P4   select appropriate sources to search for the information or materials required

P5   locate and obtain the information or materials and maintain a record of sources used

P6   examine, interpret and extract information relevant to the needs of the user(s)

P7   confirm that the information or material is fit for use and is what the user needs

P8   identify and/or prepare teaching and learning materials relevant to:
   a   the pupils' needs and interests
   b   the teaching and learning objectives of the subject/curriculum area
   c   the linguistic and cultural diversity of society

P9   present the materials in the most appropriate format, accurately and on time

P10   maintain accurate records of materials obtained and developed in accordance with school procedures

STL28   Support teaching and learning in a curriculum area

Knowledge and understanding

You need to know and understand:

K1   the relevant school curriculum and age-related expectations of pupils in the subject/curriculum area and age range of the pupils with whom you are working

K2   how the subject/curriculum area contributes to the overall education of the pupils, including cross-curricular learning

K3   the purpose and benefits of developing your own subject knowledge for yourself and for others

K4   how to monitor, reflect on and evaluate your own subject knowledge and skills

K5   how to keep your subject knowledge and skills up to date given other pressures on your time and resources

K6   how to access information, resources and development opportunities to improve your subject knowledge and skills

K7   how to use your subject knowledge and skills to support teaching and learning, including developing and evaluating teaching and learning materials

K8   the importance of confirming the teaching and learning materials required

K9   why it is important to establish realistic deadlines for providing information and materials

K10   how to deal with competing demands for information and materials

K11   the typical areas of interest of different people within the subject/curriculum area

K12   the kinds of requests for information and materials that lie outside of your own ability or responsibility to meet

K13   the importance of working within the boundaries of your role and competence and when you should refer to others

K14   what information and materials already exist within the subject/curriculum area and how to access and/or adapt these if appropriate

K15   relevant sources of information and materials for the subject/curriculum area and the age range of the pupils

K16   how to research information efficiently and accurately

K17   why you should maintain a record of sources of information that you have used and how to do so

K18   how to select and prepare teaching and learning materials to meet the needs of the pupils involved

K19   how to organise information for different audiences, eg. teachers, pupils of different ages and abilities

K20   how to identify and develop culturally and linguistically appropriate teaching and learning materials

K21   the school or department's procedures for maintaining records of the information and materials obtained and developed

STL29 Observe and promote pupil performance and development

UNIT SUMMARY

Who is this unit for?

This unit is for those who contribute to promoting pupil performance and development under the direction of a teacher.

What is this unit about?

This unit is about carrying out, and reporting on, systematic observations of pupils to gather evidence of their knowledge, understanding and skills, and working with the teacher to plan and improve the support you provide to promote pupil performance and development.

This unit contains two elements:

29.1 Observe and report on pupil performance and development

29.2 Promote pupil performance and development

Linked units

STL2 Support children's development

STL9 Observe and report on pupil performance

STL24 Contribute to the planning and evaluation of teaching and learning activities

STL27 Support implementation of the early years curriculum

Origin of this unit

This is a new unit developed specifically for supporting teaching and learning in schools. It is derived in part from CCLD 303 Promote children's development, but has been developed for those who work in a classroom support role in schools and is not directly transferable.

STL29   Observe and promote pupil performance and development

Glossary of terms used in this unit

Development
this covers the physical, intellectual, linguistic, social and emotional growth and development of children and young people

Facilitative techniques
the methods used to encourage pupils to participate fully in tasks and activities designed to elicit the appropriate behaviours, eg. prompting, questioning, suggesting activities

Formats
the way in which the results of observations are recorded and presented. The format used might be designed to provide one-off information specific to the particular observation objectives or might be part of an ongoing system specified by the teacher, or school policy and procedures for monitoring pupil performance. The formats used could include:

- free description of pupil performance
- structured description of pupil performance against agreed headings or in response to predetermined questions
- a checklist of expected behaviours
- specific forms/records specified by the teacher and/or school policy and procedures

Influences on development
examples might be:

- health status: physical and mental health
- genetic inheritance
- gender
- social, cultural, environmental, financial and family background and circumstances
- disability and sensory impairments
- play opportunities and environment
- discrimination

Observations
systematically watching pupils engaged on tasks and activities designed to elicit specific behaviours. Observations may be carried out on:

- individual pupils working on their own
- individual pupils working as part of a group
- groups of pupils working together

Performance
the pupils' skills and behaviours to be observed, for example:

- social and emotional skills, eg. how they relate and respond to others
- language and communication skills, eg. how they use and understand language structures and vocabulary
- intellectual and cognitive skills, eg. how they interpret and apply concepts and knowledge
- physical abilities and skills, eg. how well they can manipulate objects

STL29 Observe and promote pupil performance and development

29.1 Observe and report on pupil performance and development

Performance criteria

You need to:

P1   clarify and confirm with the teacher:

    a   the reasons and objectives for observing pupils' performance and development

    b   which pupils are to be observed

    c   appropriate observation techniques and types of recording format

P2   discuss the observation with the pupils to be observed and respond appropriately to their views, according to their age, needs and abilities

P3   minimise distractions and observe pupils without intruding or causing unnecessary stress

P4   use appropriate techniques to observe pupils, covering all required aspects of their performance and development

P5   use facilitative techniques that are consistent with the objectives of the observations

P6   promptly, accurately and legibly complete recordings from observations in the required format

P7   present the results of your observations to the teacher to assist the evaluation of evidence relating to the pupils' stage of development

P8   maintain confidentiality according to the school's procedures

STL29   Observe and promote pupil performance and development

29.2   Promote pupil performance and development

Performance criteria

You need to:

P1   reflect upon your observations of pupil performance and development and identify implications for your own practice

P2   discuss and agree your observations and conclusions with the teacher

P3   contribute to planning for individual pupils based on your observations and reflection

P4   implement plans flexibly and evaluate their effectiveness in promoting pupil performance and development

P5   work with the teacher, and pupils where appropriate, to evaluate the implementation of plans

P6   regularly review your own practice in terms of positive developmental outcomes for pupils

STL29   Observe and promote pupil performance and development

Knowledge and understanding

You need to know and understand:

K1   the protocols to be observed when observing pupils

K2   the importance of involving pupils as partners in observation and assessment

K3   potential sources of distractions and disruptions during observations of pupils and how to minimise these

K4   techniques of observation that are appropriate for different purposes

K5   your school's processes and procedures for observing and recording pupil performance and development

K6   when and how these processes link to external requirements or 'baselines', or curriculum frameworks followed in your home country

K7   possible cultural, social and gender based influences on pupils' responses to being observed

K8   the concepts of reliability, validity and subjectivity of observations

K9   how to summarise and present information from observations of pupil performance and development

K10 the importance of confidentiality when dealing with information about individual pupils and the school policies and procedures for ensuring confidentiality of information

K11 how reflection on the outcomes of pupil observations can be used to inform your own practice

K12 the influences[1] on how children/young people develop and what these might mean in the context of the pupils you are working with

K13 the importance of recognising that children/young people's development is holistic, even though for convenience it is divided into different interconnected areas, and how this affects practice

K14 that children and young people develop at widely different rates, but in broadly the same sequence

K15 children and young people's expected patterns of development from 3 to 16 including:

    a   physical development

    b   communication, intellectual development and learning

    c   social, emotional and behavioural development

K16 how to promote the development of children/young people in the age range of the pupils with whom you work

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[1] See glossary

STL30 Contribute to assessment for learning

UNIT SUMMARY

Who is this unit for?

This unit is for those who contribute to assessment, as part of teaching and learning, in ways that will raise pupils' achievement.

What is this unit about?

This unit is about using assessment for learning strategies as agreed with the teacher to promote pupils' learning. This includes supporting pupils to review their own learning and identify their own emerging learning needs.

This unit contains two elements:

30.1   Use assessment strategies to improve learning
30.2   Support pupils in reviewing their own learning

Linked units

STL9   Observe and report on pupil performance
STL18   Support pupils' learning activities
STL23   Plan, deliver and evaluate teaching and learning activities under the direction of a teacher
STL29   Observe and promote pupil performance and development
STL34   Support gifted and talented pupils
STL50   Facilitate children and young people's learning and development through mentoring

STL30   Contribute to assessment for learning

Glossary of terms used in this unit

Assessment for learning

involves using assessment, as part of teaching and learning, in ways that will raise pupils' achievement. The characteristics of assessment for learning are that:

- it is embedded in a view of teaching and learning of which it is an essential part
- it involves sharing learning goals with pupils
- it aims to help pupils to know and to recognise the standards they are aiming for
- it involves pupils in self-assessment
- it provides feedback which leads to pupils recognising their next steps and how to take them
- it is underpinned by confidence that every pupil can improve
- it involves both teacher and pupils reviewing and reflecting on assessment information

Learning objectives

what the teacher intends the pupils to learn

Assessment strategies

the approaches and techniques used for ongoing assessment during lessons or learning activities, such as:

- using open-ended questions
- observing pupils
- listening to how pupils describe their work and their reasoning
- checking pupils' understanding
- engaging pupils in reviewing progress

Success criteria

a summary of the key points that pupils need to understand as steps to success in achieving the learning objectives

Learning goals

the personalised learning targets for individual pupils. Learning goals will relate to the learning objectives and take account of the past achievements and current learning needs of the pupil

STL30   Contribute to assessment for learning

30.1 Use assessment strategies to improve learning

Performance criteria

You need to:

P1   clarify and confirm with the teacher:

    a   the learning objectives for the activity

    b   the learning goals for individual pupils

    c   the success criteria for the learning activity

    d   the assessment opportunities and strategies relevant to your role in the lesson/activity

P2   discuss and clarify the learning goals and criteria for assessing progress with the pupils using terms they can understand and providing examples of how the criteria can be met in practice

P3   encourage pupils to take responsibility for their own learning

P4   encourage pupils to keep in mind their learning goals and to assess their own progress to meeting these as they proceed

P5   use the agreed assessment opportunities and strategies to gain information and make judgements about how well the pupils are participating in activities and the progress they are making

P6   provide feedback to pupils to help them understand what they have done well and what they need to develop

P7   be clear and constructive about any weaknesses and how they might be addressed

P8   encourage pupils to review and comment on their work before handing it in or discussing it with the teacher

P9   praise pupils when they focus their comments on the learning goals for the task

P10   provide opportunities and encouragement for pupils to improve upon their work

STL30   Contribute to assessment for learning

30.2   Support pupils in reviewing their own learning

Performance criteria

You need to:

P1   use information gained from monitoring pupil participation and progress to help pupils to review their learning strategies, achievements and future learning needs

P2   provide time for pupils to reflect upon what they have learnt and understood and to identify where they still have difficulties

P3   listen carefully to pupils and positively encourage them to communicate their needs and ideas for future learning

P4   support pupils in using peer assessment and self-assessment to evaluate their learning achievements

P5   support pupils to reflect on their learning, identify the progress they have made and identify their emerging learning needs

P6   support pupils to identify the strengths and weaknesses of their learning strategies and plan how to improve them

P7   provide feedback to the teacher on:
   a   pupil participation and progress in the learning activities
   b   pupils' engagement in and response to assessment for learning

P8   use the outcomes of assessment for learning to reflect on and improve your own contribution to supporting pupils' learning

STL30 Contribute to assessment for learning

Knowledge and understanding

You need to know and understand:

K1   the teacher's responsibility for assessing pupil achievement and your role in supporting this

K2   the difference between formative and summative assessment

K3   the basic principles of how children and young people learn

K4   the interrelationship between motivation and self-esteem, effective learning and progress, and assessment for learning

K5   the relevant school curriculum and age-related expectations of pupils in the subject/curriculum area and age range of the pupils with whom you are working

K6   the importance of having high expectations of pupils and how this is demonstrated through your practice

K7   the importance of believing that every pupil can improve in comparison with previous achievements and the implications of this for how you support pupils' learning

K8   the strategies and techniques for supporting assessment for learning which are within your role and sphere of competence

K9   the importance of working within the boundaries of your role and competence and when you should refer to others

K10   how to communicate clearly and objectively with pupils about their learning goals and achievements

K11   how to encourage pupils to keep in mind their learning goals and to assess their own progress to meeting these as they proceed

K12   how to support pupils in becoming active learners who can take increasing responsibility for their own progress

K13   how to review and reflect on pupil's performance and progress

K14   how to provide constructive feedback to pupils

K15   how to help pupils to review their learning strategies and achievements and plan future learning

K16   the importance of active listening and how to do this

K17   self-assessment techniques and how to support pupils in developing these

K18   how to promote the skills of collaboration in peer assessment

K19   how assessment for learning contributes to planning for future learning carried out by:
       a   the teacher
       b   the pupils
       c   yourself

K20   how to reflect on and learn from experience

STL31   Prepare and maintain the learning environment

UNIT SUMMARY

Who is this unit for?

This unit is for those with responsibility for preparing and maintaining environments to support teaching and learning.

What is this unit about?

This unit is about ensuring that learning environments, learning resources and materials are available and ready for use when needed. It involves setting out the learning environment and preparing materials for planned learning activities as well as helping to maintain the learning environment and resources during and between lessons.

This unit contains three elements:

31.1   Prepare the learning environment

31.2   Prepare learning materials for use

31.3   Monitor and maintain the learning environment and resources

Linked units

STL3   Help to keep children safe

STL7   Support the use of information and communication technology to support teaching and learning

STL8   Use information and communication technology to support pupils' learning

STL28   Support teaching and learning in a curriculum area

STL56   Monitor and maintain curriculum resources

STL31 Prepare and maintain the learning environment

Glossary of terms used in this unit

Learning environment	any area inside or outside of the school setting which is used for teaching and learning. Learning environments may be general teaching areas such as classrooms or the school hall; specialist teaching areas such as those set up for science, art, food technology or PE; or outside areas such as the playground, games field or wildlife/nature areas. Learning environments would also apply to field studies, cultural visits, extended hours provision and study support arrangements
Learning resources	materials, equipment (including ICT), software, books and other written materials (eg. handouts, worksheets), DVDs, etc. that are required to support teaching and learning
Materials	the written materials and consumables needed for the learning activity, including general classroom items such as pencils, rulers and paper; curriculum-specific materials such as paints, science materials or cooking ingredients; and written materials such as handouts and worksheets
Safety equipment	the equipment required by legislation and/or the school for ensuring the safety of pupils and adults in the learning environment, including a fully equipped first aid box; equipment to protect children and adults from accidents, eg. circuit breaker, cable guards, landing mats for PE, safety goggles for science activities; and equipment for use in an emergency, eg. fire extinguishers, fire blanket, emergency alarms and emergency exits

STL31 Prepare and maintain the learning environment

31.1 Prepare the learning environment

Performance criteria

You need to:

P1 assist in establishing the most effective and safe layout of the learning environment for the age range and any special needs of the pupils and planned use

P2 recognise potential hazards in the learning environment and deal with these promptly, according to the school's procedures

P3 check the availability and location of safety equipment in the learning environment

P4 promptly report any concerns about the availability or condition of safety equipment to both your line manager and the designated health and safety officer

P5 set out learning resources so that pupils are able to participate safely and effectively in the planned activities

P6 have the learning environment ready for use when needed

31.2 Prepare learning materials for use

Performance criteria

You need to:

P1 confirm the type and quantity of materials needed

P2 follow relevant manufacturers' instructions and health and safety requirements when preparing materials for use

P3 prepare materials of the quality and quantity required

P4 take steps to keep any wastage of materials to a minimum

P5 set out sufficient materials for use in line with the planned activities

P6 report shortages in materials promptly and accurately to the relevant person to deal with them

P7 have all materials ready for use when needed

STL31   Prepare and maintain the learning environment

31.3 Monitor and maintain the learning environment and resources

Performance criteria

You need to:

P1   where possible, adjust lighting, ventilation and heating to ensure the comfort of pupils and adults and to comply with health and safety requirements

P2   monitor and adapt the physical environment as needed to:
    a   maintain the safety of pupils and adults
    b   make the best use of the space available for activities
    c   ensure access and ease of movement for all

P3   help pupils to select learning resources and materials relevant to their learning tasks and to use these safely and correctly

P4   encourage pupils to return equipment and materials to the appropriate place after use

P5   follow agreed procedures for reporting deficiencies, damage and shortfalls in stocks of equipment and materials

STL31   Prepare and maintain the learning environment

Knowledge and understanding

You need to know and understand:

K1   your role and responsibility for preparing the learning environment

K2   the roles and responsibilities of others within the school in respect of establishing and maintaining learning environments

K3   the principles and practices of inclusive education and the implications of these for setting out learning environments

K4   the school's health and safety policy

K5   who within the school is responsible for health and safety and the procedures for reporting concerns or problems

K6   basic knowledge of pupils' physical development and any additional support needs and the importance of taking account of these when considering safety arrangements and positioning furniture, equipment and materials

K7   the need of all pupils to explore their environment in safety and security

K8   the school requirements and any other guidance for health, hygiene, safety and supervision in the setting, including access to premises, store rooms and storage areas

K9   any health and safety requirements for the materials used in the learning environment or to prepare learning materials. eg. COSHH requirements

K10   how to dispose of waste materials safely and with due regard to recycling opportunities and sustainable development

K11   how environmental factors (temperature, light, etc.) may affect the learning process and how they should be adjusted for different activities

K12   how the environment would need to be adapted for pupils with sensory and/or physical impairments

K13   how to encourage pupils to accept responsibility for the safe use and care of equipment and materials in the learning environment

K14   who to report deficiencies, damage or shortfalls in equipment and materials to and the procedures for doing this

STL32   Promote the transfer of learning from outdoor experiences (SkillsActive D35)

UNIT SUMMARY

Who is this unit for?

This unit is for those who work with pupils on activities outside the classroom such as community-based projects, field studies, cultural visits, sports, recreation and outdoor education.

What is this unit about?

This unit is about working with pupils to help them reflect on what they have learned outside of the classroom and how they might transfer this learning to other parts of their learning programmes and other aspects of their lives.

This unit contains two elements:

32.1   Facilitate learning through individual and shared reflection on experience

32.2   Help participants identify how they can transfer learning to other aspects of their lives

Linked units

STL30   Contribute to assessment for learning

STL48   Support young people in tackling problems and taking action

STL53   Lead an extra-curricular activity

Origin of this unit

This unit is taken from the national occupational standards developed by SkillsActive where it appears as unit D35.

STL32   Promote the transfer of learning from outdoor experiences

32.1 Facilitate learning through individual and shared reflection on experience

Performance criteria

You need to:

P1   establish a listening environment for the review

P2   enable **participants** to reflect on their experiences

P3   enable participants to identify individual and group **learning**

P4   enable participants to identify the process of individual and group learning

P5   link intended and non-intended learning to individual and group objectives

P6   clarify and reinforce key points to focus participants' attention on learning

Scope

1   **Participants**
   a   adults
   b   children and young people
   c   groups whose members do not know each other
   d   established groups

2   **Learning**
   a   affective
   b   cognitive
   c   physical
   d   team development

3   **Areas of life**
   a   work
   b   social
   c   personal
   d   home
   e   education

STL32   Promote the transfer of learning from outdoor experiences

32.2   Help participants identify how they can transfer learning to other aspects of their lives

Performance criteria

You need to:

P1   enable **participants** to see the relevance of their learning to other**areas of life**

P2   enable participants to identify what learning they can transfer to specific aspects of their lives

P3   enable participants to identify what they can transfer about how they are learning

P4   gain their commitment to related objectives

P5   review and evaluate potential obstacles to the participants transferring what they have learned

P6   discuss possible strategies to overcome these obstacles

P7   share information and guidance about opportunities to transfer learning and support they may need with **others**

P8   encourage ongoing reflection and review

Scope

1   **Participants**
   a   adults
   b   children and young people
   c   groups whose members do not know each other
   d   established groups

2   **Areas of life**
   a   work
   b   social
   c   personal
   d   home
   e   education

3   **Others**
   a   colleagues
   b   supervisors
   c   teachers
   d   mentors
   e   friends

STL32   Promote the transfer of learning from outdoor experiences

Knowledge and understanding

You need to know and understand:

Reflecting with participants on what they have learned

K1   the experiential learning cycle

K2   the importance of reflection to effective learning

K3   the participants' aims, objectives and goals

K4   types of opportunities which can be created or used for review and reflection

K5   how to create an effective listening environment and encourage participants to air their views

K6   how to analyse participants' experiences and provide a summary of this analysis

K7   how to establish the links between what has been learned in the outdoor environment and other aspects of the participants' lives

K8   the importance of recording the outcomes of reviews

Helping participants to transfer

K9   the three methods of transfer, ie. metaphor, direct and indirect

K10   the importance of assisting participants to transfer what they have learned to other contexts

K11   potential and actual difficulties which participants may have with this process and how to identify the ones which apply to particular people

K12   other individuals who could usefully contribute to the transfer process

K13   the types of support which individuals may need when attempting to transfer learning

K14   the types of advice, assistance and information about participants' learning needs which those providing support may need

K15   how to develop and progress action plans

K16   how to explain how the benefits of the experience can be maximized

K17   how to negotiate the types of resources, assistance and conditions to assist the participants

K18   how to achieve the commitment of participants to the identified learning outcomes

STL33 Provide literacy and numeracy support to enable pupils to access the wider curriculum

UNIT SUMMARY

Who is this for?

This unit is for those who provide literacy and numeracy support to help pupils access the wider curriculum. It is suitable for those who support individual or groups of pupils across the curriculum and those who provide support within a single curriculum area such as science.

What is this unit about?

This unit is about the support given to pupils to help them cope with the literacy and numeracy demands of learning activities designed to develop subject knowledge and skills.

This unit contains two elements:

33.1 Provide literacy support to help pupils to access the wider curriculum

33.2 Provide numeracy support to help pupils to access the wider curriculum

Linked units

STL1 Provide support for learning activities

STL6 Support literacy and numeracy activities

STL11 Contribute to supporting bilingual/multilingual pupils

STL18 Support pupils' learning activities

STL25 Support literacy development

STL26 Support numeracy development

STL35 Support bilingual/multilingual pupils

STL36 Provide bilingual/multilingual support for teaching and learning

STL33   Provide literacy and numeracy support to enable pupils to access the wider curriculum

Glossary of terms used in this unit

Information

information about a pupil's current skills and abilities may be obtained from:

- the class or subject teacher
- coordinator or subject specialist for English, mathematics and/or special educational needs or additional support needs
- written records/reports
- observation of the pupil

Literacy

literacy unites the important skills of reading, writing, speaking/talking and listening

Literacy support

the support you provide to pupils to meet the literacy demands of the curriculum, for example:

- helping pupils to interpret and follow oral and written instructions
- prompting shy or reticent pupils to contribute to conversations and discussions and to respond to questions
- helping pupils to select and use appropriate resources, eg. personal dictionaries
- adapting or differentiating learning materials
- explaining words and phrases used by the teacher
- use of targeted prompts and feedback to support the pupil's use of relevant subject-specific language and vocabulary
- acting as a scribe while the teacher is talking with the class
- preparing pupils for lessons by, for example, reading the relevant chapter of a book in advance with them
- encouraging pupils to engage in talk, discussion and oral rehearsal before completing reading and writing tasks
- specific reading or writing support, eg. amanuensis, reader

Numeracy

a proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams and tables

Numeracy support   the support you provide to pupils to meet the numeracy demands of the curriculum, for example:

- clarifying the learning task and helping pupils understand the mathematical aspect or content of the task
- helping pupils to draw on their previous mathematical learning and experiences to encourage their active involvement in the learning activity
- explaining words and phrases used by the teacher
- helping pupils to select and use appropriate mathematical resources, eg. individual number lines, measuring instruments, mathematical equipment
- adapting or differentiating learning materials
- use of targeted prompts and feedback to support the pupil's use of relevant mathematical knowledge and skills
- explaining and reinforcing the relevant mathematical language, vocabulary and concepts

Problems   the barriers and hindrances to providing support for pupils during learning activities. Problems may relate to:

- learning resources, eg. quantity, quality, suitability or availability
- the learning environment, eg. space, comfort, noise level, disruptions
- the pupils' ability to learn, eg. attitude to learning, behaviour, self-esteem, concentration

Relevant people   people with a need and right to have information about pupils' participation and progress. This will include the class and/or subject teacher but may also include others such as school leaders, other classroom support staff working with the pupils, special needs coordinator, language coordinator, mathematics coordinator, or other professionals, eg. speech and language therapist, peripatetic support staff. Information sharing must always adhere to the school's confidentiality policy and child protection procedures

STL33   Provide literacy and numeracy support to enable pupils to access the wider curriculum

33.1 Provide literacy support to help pupils to access the wider curriculum

Performance criteria

You need to:

P1   obtain accurate and up-to-date information about the pupil's need for literacy support to promote access to the curriculum

P2   clarify and confirm with the teacher your understanding of:
    a   the learning activities you will be supporting
    b   the teaching and learning objectives of the activities
    c   the literacy demands of the learning activities

P3   use appropriate strategies to provide the agreed literacy support during the learning activities

P4   make effective use of opportunities provided by the learning activities to support development of the pupil's literacy and language skills

P5   monitor the pupil's progress in developing literacy skills and, if relevant, modify the type and level of literacy support provided

P6   promptly inform the teacher when the pupil is experiencing learning difficulties for which you have no specified responsibility and/or training to deal with

P7   use praise and assistance appropriately to maintain the pupil's interest in the learning activities

P8   deal with the challenges of the literacy demands of learning activities in ways that maintain the pupil's confidence and self-esteem

P9   take appropriate action to resolve any problems in supporting pupils during learning activities

P10   provide feedback to relevant people on the pupil's participation and progress in the learning activities

STL33   Provide literacy and numeracy support to enable pupils to access the wider curriculum

33.2 Provide numeracy support to help pupils to access the wider curriculum

You need to:

P1   obtain accurate and up-to-date information about the pupil's need for numeracy support to promote access to the curriculum

P2   clarify and confirm with the teacher your understanding of:
   a   the learning activities you will be supporting
   b   the teaching and learning objectives of the activities
   c   the mathematical demands of the learning activities

P3   use appropriate strategies to provide the agreed numeracy support during the learning activities

P4   make effective use of opportunities provided by the learning activities to support development of the pupil's mathematical knowledge, understanding and skills

P5   monitor the pupil's progress in developing mathematical skills and, if relevant, modify the type and level of numeracy support provided

P6   promptly inform the teacher when the pupil is experiencing learning difficulties for which you have no specified responsibility and/or training to deal with

P7   use praise and assistance appropriately to maintain the pupil's interest in the learning activities

P8   deal with the challenges of the mathematical demands of learning activities in ways that maintain the pupil's confidence and self-esteem

P9   take appropriate action to resolve any problems in supporting pupils during learning activities

P10   provide feedback to relevant people on the pupil's participation and progress in different curriculum areas

STL33 Provide literacy and numeracy support to enable pupils to access the wider curriculum

Knowledge and understanding

You need to know and understand:

K1 the school's policy and procedures for supporting pupils with literacy- and/or numeracy-related learning needs

K2 how to obtain and interpret information about pupils' literacy and numeracy skills, individual learning targets and specific support needs

K3 any individual education plans for pupils with whom you work

K4 the relevant school curriculum and age-related expectations of pupils in the subject/curriculum area and age range of the pupils with whom you are working

K5 the curriculum plans and learning programmes developed by the teacher

K6 the teaching and learning objectives of the learning activities you are supporting

K7 how to identify the literacy demands of learning activities in the subject/curriculum area(s) for which you provide literacy support

K8 how to identify the numeracy demands of learning activities in the subject/curriculum area(s) for which you provide numeracy support

K9 the strategies suitable for helping pupils with literacy support needs to access the wider curriculum

K10 the strategies suitable for helping pupils with numeracy support needs to access the wider curriculum

K11 the interactive use of speaking/talking, listening, reading and writing to promote literacy development in pupils

K12 the sorts of resources that can be used to help pupils cope with the mathematical demands of the wider curriculum, and how to obtain and use these

K13 how to use praise and constructive feedback to promote pupils' learning

K14 the sorts of problems that might occur when supporting learning activities and how to deal with these

K15 the importance of working within the boundaries of your role and competence and when you should refer to others

K16 the school procedures for recording and sharing information

STL34   Support gifted and talented pupils

UNIT SUMMARY

Who is this unit for?

This unit is for those who work with teachers and others to support gifted and talented pupils.

What is this unit about?

This unit is about the support you provide to gifted and talented pupils. This involves working with a range of people to develop learning programmes and then supporting learning activities for pupils. Involving the pupils in negotiating learning objectives and planning for further learning is a key aspect of this unit.

Teaching and learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school.

This unit contains two elements:

34.1   Work with others to develop learning programmes for gifted and talented pupils

34.2   Support learning activities for gifted and talented pupils

Linked units

STL18   Support pupils' learning activities

STL23   Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

STL24   Contribute to the planning and evaluation of teaching and learning activities

STL30   Contribute to assessment for learning

STL34 Support gifted and talented pupils

Glossary of terms used in this unit

Acceleration	provided by extending the 'pitch' of learning objectives to those expected of older pupils or introducing objectives from later years
Enrichment	applying skills and understanding to a wider range of problems, including unfamiliar contexts, and bringing together different strands of the subject or curriculum area
Extension	working in greater depth, with increasing complexity, subtlety or abstraction
Gifted pupils	pupils who have exceptional academic abilities
Learning resources	materials, equipment (including ICT), software, books and other written materials (eg. handouts, worksheets), DVDs, etc. that are required to support teaching and learning
Personalised learning	maintaining a focus on individual progress, in order to maximise the capacity of all children and young people to learn, achieve and participate. This means supporting and challenging each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives. 'Personalised learning' is not about individual lesson plans or individualisation, where children are taught separately, largely through a one-to-one approach.
Talented pupils	pupils who have exceptional abilities in art and design, music, PE or in sports or performing arts such as dance and drama
Relevant people	people within and outside the school who can help in identifying gifted and talented pupils and acceleration, extension and enrichment activities appropriate to their needs and abilities. This includes subject specialists in the school and also in the next stage of education (eg. secondary or FE/HE), local business people, undergraduate and postgraduate students with particular gifts and/or talents. The families of gifted and talent pupils will have a good understanding of their child and his/her needs for an enriched curriculum, as will the pupils themselves.

STL34   Support gifted and talented pupils

34.1 Work with others to develop learning programmes for gifted and talented pupils

Performance criteria

You need to:

P1   clarify and confirm your role and responsibilities for supporting gifted and talented pupils

P2   identify the pupils you will be working with and their particular gifts or talents and requirements for future learning

P3   consult relevant people about acceleration, extension and enrichment activities for the pupils you will be working with

P4   seek further advice, clarification and support from others when you have any concerns about:
   a   the pupils' needs
   b   your role in meeting these needs
   c   other peoples' roles in meeting these needs
   d   the nature and purpose of the proposed acceleration, extension and enrichment activities

P5   plan the learning activities to meet the agreed teaching and learning objectives and the personalised learning needs of the pupils involved

P6   structure teaching and learning activities based on the planned learning objectives to:
   a   add breadth and depth
   b   accelerate the pace of learning
   c   develop higher order learning skills
   d   promote independence
   e   support reflection and self-evaluation
   f   maintain pupils' motivation and interest

P7   select and prepare teaching and learning resources relevant to:
   a   the pupils' needs, interests and abilities
   b   the enriched teaching and learning objectives of the activities

STL34   Support gifted and talented pupils

34.2 Support learning activities for gifted and talented pupils

Performance criteria

You need to:

P1   establish and maintain a purposeful working environment for the learning activities which is appropriate for, and encourages the full participation of, the pupils

P2   work in partnership with the pupils to make effective use of learning opportunities

P3   give the pupils sufficient and appropriate information, guidance and support to enable them to participate fully in the activities

P4   use challenging questions to extend pupils' thinking and engagement with the learning process

P5   provide pupils with opportunities to negotiate learning objectives and make decisions about the methods they will use to achieve these

P6   encourage pupils to collaborate in achieving learning objectives

P7   encourage pupils to reflect on what they have achieved and what could be done next

P8   recognise and acknowledge pupils' achievements

P9   work with the pupils to evaluate the extent to which the learning activities enabled them to meet their learning objectives

P10   seek the pupils' feedback on ways in which the learning activities could be improved to better meet their needs

P11   provide information to the pupils, and their families if appropriate, about the learning opportunities provided by extra-curricular, community-based and extended services provided by the school or close by, to enable them to develop their particular gifts or talents

P12   provide feedback to relevant people on pupils' participation and progress

P13   maintain appropriate records of the teaching and learning activities and outcomes in accordance with school procedures

STL34   Support gifted and talented pupils

Knowledge and understanding

You need to know and understand:

K1   the nature and boundaries of your role in supporting gifted and talented pupils, and its relationship to the role of the teacher and others in the school

K2   the importance of having high expectations of pupils and how this is demonstrated through your practice

K3   the relevant school curriculum and age-related expectations of pupils, including learning objectives for older age pupils than the age of those with whom you work

K4   school policies for inclusion and equality of opportunity and the implication of these for how you support gifted and talented pupils

K5   the role of others in planning and delivery of learning programmes for gifted and talented pupils and the particular benefits and strengths which each brings to the process

K6   the purpose of clarifying your own role and that of others in meeting the needs of gifted and talented pupils

K7   the principles underlying effective communication, planning and collaboration

K8   the benefits of acting as a co-learner rather than supporter or 'teacher' of gifted and talented pupils and how to do this

K9   the resources (people, equipment and materials, including ICT) that are available to enrich learning for gifted and talented pupils and how to make effective use of these

K10   the importance of starting pupils on a task at an appropriate level of difficulty, using challenging questions to deepen thinking and extending and opening up tasks

K11   strategies for challenging and motivating gifted and talented pupils to work in more depth, in a broader range of contexts and at a faster pace

K12   how to negotiate learning objectives with pupils

K13   the importance of independent learning for gifted and talented pupils and how to encourage and support this in pupils

K14   how to help pupils to reflect on their learning strategies and achievements and plan future learning

K15   the opportunities for learning outside of the classroom, school and school day to enable pupils to develop their particular gifts or talents and how to support pupils in accessing these

STL35   Support bilingual/multilingual pupils

UNIT SUMMARY

Who is this unit for?

This unit is for those who support pupils whose first language is different to that used to deliver the curriculum and who may or may not themselves use the pupil's first language. It is suitable for those who provide support for English as an additional language (EAL), or Welsh or Gaeilge as a second language.

What is this unit about?

This unit is about the support provided to bilingual/multilingual pupils for language development and learning across the curriculum in the appropriate second or additional language.

This unit contains two elements:

35.1   Support development of the target language

35.2   Support bilingual/multilingual pupils in accessing the curriculum

Linked units

STL11   Contribute to supporting bilingual/multilingual pupils

STL18   Support pupils' learning activities

STL23   Plan, deliver and evaluate teaching and learning activities under the direction of a Teacher

STL36   Provide bilingual/multilingual support for teaching and learning

STL35   Support bilingual/multilingual pupils

Glossary of terms used in this unit

Bilingual/multilingual pupils	pupils whose first language is different to that used to deliver the curriculum and who, therefore, need to develop a second or additional language to access the curriculum. Bilingual/multilingual pupils include those for whom English is an additional language and those for whom Welsh or Gaeilge is a second language
Families	includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of individual pupils and who may or may not have legal responsibility
Language skills	the ability to speak/talk, listen, read and write in the target language
Problems	situations and circumstances that adversely affect your ability to provide appropriate support for bilingual/multilingual pupils. Problems could relate to:

- learning resources, eg. quantity, quality, suitability, availability
- the learning environment, eg. space, comfort, noise level, disruptions
- the pupil's ability to learn, eg. self-esteem, confidence, attitude to learning, concentration, behaviour

Relevant people	people with a need and right to provide and receive information about bilingual/multilingual pupils. This will include the teacher responsible for the pupil but may also include others such as the ethnic minority achievement coordinator, bilingual language support teacher, bilingual teaching assistants, EAL specialist teacher, language coordinator, English/Welsh/Gaeilge language teacher, relevant local authority advisory or peripatetic staff, as relevant to the setting. Information sharing must always adhere to the school's confidentiality policy and child protection procedures
Resources	teaching and learning resources to provide effective access to the curriculum, including written materials, videos, DVDs, bilingual and pictorial dictionaries, bilingual software
Support	the assistance you give to bilingual/multilingual pupils for language development and learning across the curriculum. In providing support for pupils you will be working on a one-to-one basis with individual pupils as well as supporting the pupils during group and class activities
Target language	the additional or second language needed by pupils whose first language is different to that used for teaching and learning

STL35   Support bilingual/multilingual pupils

35.1   Support development of the target language

Performance criteria

You need to:

P1   clarify and confirm with relevant people;
   a   the strategies to be used to support bilingual/multilingual pupils in developing language skills in the target language
   b   your role and responsibilities for supporting development of the target language
   c   the pupil(s) you will be working with
   d   how success is to be measured

P2   obtain accurate and up-to-date information about the pupil's first and target language development and use this knowledge in providing appropriate support for the pupil

P3   provide opportunities for the pupils to interact with yourself and others using their knowledge of the target language

P4   use language and vocabulary which is appropriate to the pupils' age, level of understanding and stage of target language development

P5   utilise opportunities to model the target language for the pupils and to scaffold their learning of the target language

P6   use appropriate strategies for introducing the pupils to new words and language structures to help extend their vocabulary and structural command of the target language

P7   provide opportunities for the pupils to practise new language skills

P8   use praise and constructive feedback to maintain the pupils' interest in the learning activities

P9   respond to pupils' use of home language and local dialects in a manner which values cultural diversity and reinforces positive self-images for the pupils

P10   provide feedback to relevant people on the progress made by the pupils in developing language skills in the target language

STL35   Support bilingual/multilingual pupils

35.2 Support bilingual/multilingual pupils in accessing the curriculum

Performance criteria

You need to:

P1   clarify and confirm with the teacher:
-     a   the teaching and learning objectives of the activities
-     b   your role in supporting the teaching and learning activities and how this relates to the teacher's role

P2   use appropriate teaching, learning and assessment methods to:
-     a   draw on pupils' previous knowledge and experiences to encourage their active involvement in learning activities
-     b   provide opportunities across the curriculum to develop the pupils' target language skills
-     c   provide opportunities for the pupils to interact with others and contribute to group and class discussions
-     d   support the pupils in ways which encourage their development as independent learners
-     e   support the development of subject-specific language

P3   identify and develop a range of culturally and linguistically appropriate resources to provide effective access to the curriculum

P4   communicate effectively and sensitively with pupils to support their learning and where appropriate with their families

P5   deal with the challenges of the language demands of learning activities in ways that maintain the pupils' confidence and self-esteem

P6   use praise and constructive feedback to maintain the pupils' interest in the learning activities

P7   monitor the pupils' progress in developing language skills and modify the type and level of support provided if necessary

P8   take appropriate action to resolve any problems in supporting pupils during learning activities

P9   provide feedback to relevant people on the pupils' participation and progress in different curriculum areas

STL35 Support bilingual/multilingual pupils

Knowledge and understanding

You need to know and understand:

K1   the school's policy and procedures for supporting bilingual/multilingual pupils

K2   the school's policies and practices for inclusion, equality of opportunity, multiculturalism and anti-racism

K3   the process and stages of language acquisition and the factors that promote or hinder language development

K4   how to obtain and interpret information about a pupil's language and educational background, capabilities and skills and language support needs

K5   strategies suitable for supporting pupils in developing their speaking/talking, reading and writing skills in the target language and how these relate to specific learning activities across the curriculum

K6   the interactive use of speaking/talking, listening, reading and writing to promote language development in pupils

K7   how to plan and evaluate learning activities to support development of the target language

K8   how aspects of culture, religion, upbringing, home and family circumstances and emotional health could affect the pupils' learning and how to respond to these

K9   how to use praise and constructive feedback to promote pupils' learning and language development

K10   the role of self-esteem in developing communication and self expression and how to promote the self-esteem of pupils through the support you provide

K11   the importance of valuing and promoting cultural diversity, pupils' home language and the benefits of bilingualism/multilingualism, and how to do this

K12   the curriculum plans and learning programmes developed by the teachers with whom you work when supporting bilingual/multilingual pupils

K13   how to provide appropriate support for bilingual/multilingual pupils according to their age, emotional needs, abilities and learning needs

K14   how to identify and develop culturally and linguistically appropriate teaching and learning materials

K15   the sorts of problems that might occur in providing support for bilingual/multilingual pupils and how to respond to these

K16   how to monitor, assess and feed back information on pupils' participation and progress across the curriculum to pupils and relevant people within the school

STL36 Provide bilingual/multilingual support for teaching and learning

UNIT SUMMARY

Who is this unit for?

This unit is for those who use the pupil's first language to provide support for pupils and families whose first language is different to that used to deliver the curriculum. It is suitable for those who provide support for English as an additional language (EAL), or Welsh or Gaeilge as a second language.

What is this unit about?

This unit is about providing bilingual/multilingual support for teaching and learning. It involves using the pupils' first language to assist with assessing their educational abilities and linguistic support needs, providing bilingual/multilingual support for teaching and learning, and liaising with families to promote pupils' participation and progress in learning.

This unit contains three elements:

36.1   Contribute to the assessment of bilingual/multilingual pupils

36.2   Provide bilingual/multilingual support for teachers and pupils

36.3   Support communication with families of bilingual/multilingual pupils

Linked units

STL11   Contribute to supporting bilingual/multilingual pupils

STL18   Support pupils' learning activities

STL23   Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

STL35   Support bilingual/multilingual pupils

STL36   Provide bilingual/multilingual support for teaching and learning

Glossary of terms used in this unit

Bilingual/multilingual pupils	pupils whose first language is different to that used to deliver the curriculum and who, therefore, need to develop a second or additional language to access the curriculum. Bilingual/multilingual pupils include those for whom English is an additional language and those for whom Welsh or Gaeilge is a second language
Families	includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of individual pupils and who may or may not have legal responsibility
Language skills	the ability to speak/talk, listen, read and write in the target language
Personalised learning	maintaining a focus on individual progress, in order to maximise the capacity of all children and young people to learn, achieve and participate. This means supporting and challenging each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives. 'Personalised learning' is not about individual lesson plans or individualisation, where children are taught separately, largely through a one-to-one approach
Problems	situations and circumstances that adversely affect your ability to provide appropriate support for bilingual/multilingual pupils. Problems could relate to:

- learning resources, eg. quantity, quality, suitability, availability
- the learning environment, eg. space, comfort, noise level, disruptions
- the pupil's ability to learn, eg. self-esteem, confidence, attitude to learning, concentration, behaviour

Relevant people	people with a need and right to provide and receive information about bilingual/multilingual pupils. This will include the teacher responsible for the pupil but may also include others such as the ethnic minority achievement coordinator, bilingual language support teacher, bilingual teaching assistants, EAL specialist teacher, language coordinator, English/Welsh/Gaeilge language teacher, relevant local authority advisory or peripatetic staff, as relevant to the setting. Information sharing must always adhere to the school's confidentiality policy and child protection procedures

Resources   teaching and learning resources to provide effective access to the curriculum, including written materials, videos, bilingual and pictorial dictionaries, bilingual software

Strategies   ways of helping bilingual/multilingual pupils and families to participate in and benefit from the services provided by the school, such as:

- interpreting oral and written information
- using shared language or appropriate target language to explain information or instructions
- adapting and differentiating learning resources
- selecting or creating learning resources to support target language development
- helping pupils identify and use appropriate vocabulary and language structures to communicate with peers and teachers
- explaining and reinforcing subject-related language, vocabulary and concepts
- encouraging pupils to engage in talk, discussion and oral rehearsal before completing reading and writing tasks

Support   the assistance you give to bilingual/multilingual pupils and families to promote pupils' language development and learning across the curriculum. In providing support for pupils you will be working on a one-to-one basis with individual pupils as well as supporting the pupils during group and class activities

Target language   the additional or second language needed by pupils whose first language is different to that used for teaching and learning

STL36   Provide bilingual/multilingual support for teaching and learning

36.1 Contribute to the assessment of bilingual/multilingual pupils

Performance criteria

You need to:

P1   carry out an initial assessment of the pupil, under the direction of a teacher, using the pupil's preferred language

P2   help to assess the experience, capabilities and learning styles of the pupil in relation to the planned learning programme

P3   establish and agree the pupil's learning needs including language development needs, aspirations and preferred learning styles

P4   recognise when additional specialist assessment is required

P5   provide feedback to the pupil and the teacher on the outcome of the assessment and the implications for meeting the pupil's learning and well-being needs

P6   provide information to colleagues to ensure that the learning and well-being needs of the pupil can be met in a realistic way

STL36   Provide bilingual/multilingual support for teaching and learning

36.2 Provide bilingual/multilingual support for teachers and pupils

Performance criteria

You need to:

P1   use pupils' first language to introduce and settle them in the learning environment and explain school and classroom routines

P2   work with the teacher to identify learning activities that promote personalised learning including development of pupils' bilingual skills

P3   select and use appropriate support strategies to accommodate different styles of learning in the bilingual context

P4   identify and develop a range of culturally and linguistically appropriate teaching and learning materials that engage pupils' interest and reinforce their learning

P5   use pupils' first language to draw on their previous knowledge and experience to support further learning

P6   deal with the challenges of the language demands of learning activities in ways that maintain pupils' confidence and self-esteem

P7   support pupils to apply language and skills learnt in one curriculum area to another

P8   provide good role models of both the first and target language for pupils

P9   maintain and develop pupils' first language in learning contexts to enable them to draw effectively on their whole language repertoire for learning

P10   take appropriate action to resolve any problems in supporting pupils during learning activities

P11   provide feedback to the pupil and relevant people on progress made in relation to the intended learning outcomes

STL36   Provide bilingual/multilingual support for teaching and learning

36.3 Support communication with families of bilingual/multilingual pupils

Performance criteria

You need to:

P1   identify and agree with relevant people the strategies you will use to support communication with families of bilingual/multilingual pupils

P2   demonstrate a non-judgemental attitude that values diversity and recognises cultural, religious and ethnic differences

P3   provide accessible information to families as agreed by the school

P4   communicate with families using agreed methods and adopting an open and welcoming approach that is likely to promote trust

P5   encourage families to share information about their child to support the school in providing for his/her well-being and education

P6   accurately record any information provided by parents and the communication methods used, and pass this information to the relevant person/people within the school without delay

P7   identify any communication difficulties or issues arising as a result of communication differences

P8   agree with families and relevant people within the school how such difficulties might be resolved

P9   agree and implement any changes in communication methods or the support that you provide

STL36   Provide bilingual/multilingual support for teaching and learning

Knowledge and understanding

You need to know and understand:

K1   the school's policy and procedures for supporting bilingual/multilingual pupils and their families

K2   the school's policies and practices for inclusion, equality of opportunity, multiculturalism and anti-racism

K3   how to communicate effectively and sensitively with pupils and their families

K4   the process and stages of language acquisition and the factors that promote or hinder language development

K5   how to obtain and interpret information about a pupil's language and educational background, capabilities and skills and language support needs

K6   when to refer pupils for specialist assessment and the school procedures for arranging this

K7   how to provide feedback to pupils, families and colleagues on the pupil's learning needs and ways of addressing these

K8   the interactive use of speaking/talking, listening, reading and writing to promote language development in pupils

K9   strategies suitable for supporting pupils in developing their speaking/talking, reading and writing skills in the target language and how these relate to specific learning activities across the curriculum

K10   the curriculum plans and learning programmes developed by the teachers with whom you work when supporting bilingual/multilingual pupils

K11   how to plan, deliver and evaluate learning activities to support pupils' language and learning development

K12   how to identify and develop culturally and linguistically appropriate teaching and learning materials

K13   how to provide appropriate support for bilingual/multilingual pupils according to their age, emotional needs, abilities and learning needs

K14   how aspects of culture, religion, upbringing, home and family circumstances and emotional health could affect the pupils' learning and how to respond to these

K15   how to use praise and constructive feedback to promote pupils' learning and language development

K16   the role of self-esteem in developing communication and self-expression and how to promote the self-esteem of pupils through the support you provide

K17   the sorts of problems that might occur in providing support for bilingual/multilingual pupils and how to respond to these

K18   how to monitor, assess and feed back information on pupils' participation and progress across the curriculum to pupils and relevant people within the school

K19   why it is important to work with families to identify their communication needs and how you can do this

K20   the importance of valuing and promoting cultural diversity, pupils' home language and the benefits of bilingualism/multilingualism, and how to do this

K21   methods that can be used to communicate with families whose first or preferred language is different to that used in the school

K22   how to recognise communication differences and difficulties, and identify the possible reasons for these

K23   why it is important to evaluate the effectiveness of communication, and strategies you can use to do this

K24   ways in which you could adapt communication methods and the support you provide in order to improve the effectiveness of communication between families and the school

STL37 Contribute to the prevention and management of challenging behaviour in children and young people (HSC326)

UNIT SUMMARY

Who is this unit for?

This unit is for those who work with pupils who present with challenging behaviour.

What is this unit about?

This unit is about negotiating boundaries to minimise challenging behaviour in children and young people.

This unit contains three elements:

37.1   Work with children and young people to identify goals and boundaries for acceptable behaviour

37.2   Support children and young people to manage challenging behaviour

37.3   Enable children and young people to recognise and understand their behaviour and its consequences

Linked units

STL19   Promote positive behaviour

STL41   Support pupils with behaviour, emotional and social development needs

STL50   Facilitate children and young people's learning and development through mentoring

Origin of this unit

This unit is taken from the National Occupational Standards for Health and Social Care where it appears as unit HSC326.

STL37   Contribute to the prevention and management of challenging behaviour in children and young people

Glossary of terms used in this unit

Active support	support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence
Carers	any person who cares for the physical, social and mental well-being of the children
Children and young people	children and young people from birth to 18 years of age who require health and care services and where the children and young people are 'looked after' or still eligible to receive children/young people's services until they reach 21. If still in the educational provision this age range can raise to 25. Where children and young people use advocates to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard covers the children and young people and their advocate
Families	include the people who are biologically related to children and young people and those who through relationships have become an accepted part of their family
Level of development and understanding	covers the cognitive, physical, social, emotional and intellectual level of children and young people. It can be related to chronological age but where children and young people have disabilities one or more aspect of development may be delayed
Life chances	aspects of children and young people's life that can inhibit or promote the chance they have to maximise and realise their full potential, educationally and socially
Others	are other people within and outside your organisation that are necessary for you to fulfil your job role
Parents	the biological and step parents of the children and young people

Rights the rights that children and young people have to:

- be respected

- be treated equally and not be discriminated against

- be treated as an individual

- be treated in a dignified way

- privacy

- be protected from danger and harm

- be cared for in the way that meets their needs, takes account of their choices and also protects them

- access information about themselves

- communicate using their preferred methods of communication and language

Unwanted behaviour challenging behaviour can include verbal abuse (racist comments, threats, bullying others), physical abuse (such as assault of others, damaging property), behaviour which is destructive to the child/young person and behaviour which is illegal

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

1 **Communicate** using:

    a   the individual's preferred spoken language

    b   signs

    c   symbols

    d   pictures

    e   writing

    f   objects of reference

    g   communication passports

    h   other non-verbal forms of communication

    i   human and technological aids to communication

STL37   Contribute to the prevention and management of challenging behaviour in children and young people

37.1 Work with children and young people to identify goals and boundaries for acceptable behaviour

Performance criteria

You need to:

P1   **communicate** with children and young people in ways which are appropriate to their age, abilities, level of development and understanding:

a   why you need to set goals and boundaries for behaviour

b   the expectations of their behaviour

P2   work with the children and young people, parents, families, carers and others to identify and set achievable goals and boundaries for children and young people

P3   support children and young people, parents, families and carers to understand the goals and boundaries that have been set and to ensure that they are consistently applied

P4   work with parents, families and carers to ensure that their behaviour is appropriate when dealing with children and young people, even when their behaviour is challenging

P5   act as a role model for children and young people ensuring that your own actions and behaviour are appropriate and comply with the boundaries set for children and young people

P6   modify goals and boundaries to take account of feedback from children and young people, their parents, families, carers and others within and outside your organisation

P7   ensure that the goals and boundaries contribute to the social, emotional and physical well-being of children and young people

P8   record and report on the boundaries set within confidentiality agreements and according to legal and organisational requirements

STL37   Contribute to the prevention and management of challenging behaviour in children and young people

37.2 Support children and young people to manage challenging behaviour

Performance criteria

You need to:

P1   provide activities and experiences that are sufficiently attractive and varied to minimise boredom and frustration

P2   apply rules and boundaries fairly and consistently across all children and young people

P3   support children and young people to identify the benefits of positive behaviour to themselves, their parents, families, carers and others, in ways that are appropriate to children and young people's age, abilities and level of development and understanding

P4   highlight and praise positive aspects of children and young people's behaviour

P5   highlight and share positive aspects of children and young people's behaviour with parents, families, carers and others in ways that enhance the children's self-esteem and promote positive expectations for their future behaviour

P6   use praise and rewards to reinforce positive behaviour and constructive feedback for children and young people's unwanted behaviour

STL37   Contribute to the prevention and management of challenging behaviour in children and young people
        (HSC326)
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STL37 Contribute to the prevention and management of challenging behaviour in children and young people

37.3 Enable children and young people to recognise and understand their behaviour and its consequences

Performance criteria

You need to:

P1 handle incidents of unwanted behaviour in a calm and controlled manner, supporting children and young people to understand why the behaviour was not acceptable

P2 ensure your timing and method of intervention for incidents of unwanted behaviour are appropriate to the situation and event, and support children and young people to cease the unwanted behaviour

P3 work with children and young people to understand when and why any sanctions have been applied

P4 ensure that any sanctions applied are consistent with the policy of the organisation and clearly distinguish between disapproval of the behaviour from rejection of the child

P5 identify and support children and young people to identify patterns of behaviour which are inconsistent with progressive development

P6 observe and identify factors which may provoke and contribute to unwanted behaviour and support children and young people to recognise and understand these

P7 use information about the child/young person's background and recent experiences to identify factors that may cause and contribute to unwanted behaviour

P8 use naturally occurring events and situations to support children and young people to understand their unwanted behaviour and its consequences

P9 never use physical punishment and where physical restraint is unavoidable, use the minimum amount that is:
  a consistent with legal and organisational policies, procedures and practices
  b required to maintain the safety of the child/young person and others

P10 report concerns to the appropriate people and seek additional help and advice for problem and persistent unwanted behaviour

P11 record, report and share information with parents, families, carers, others and specialists within confidentiality agreements and according to organisational and legal requirements

STL37 Contribute to the prevention and management of challenging behaviour in children and young people

Knowledge and understanding

You need to know and understand:

Values

K1   legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when contributing to the prevention and management of challenging behaviour in children and young people

K2   how to provide active support and place the preferences and best interests of children and young people at the centre of everything you do when contributing to the prevention and management of challenging behaviour in children and young people

K3   the concept of socially acceptable/desirable behaviour and how this may vary across organisations and cultures

K4   dilemmas between:
  a   the children and young people's views, preferences, aspirations and expectations, and your role and responsibilities for their care and protection
  b   your own values and those of the children and young people, their parents, family, carers and others with whom the child/young person has a relationship
  c   your own professional values and those of others within and outside your organisations

Legislation and organisational policy and procedures

K5   codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when contributing to the prevention and management of challenging behaviour in children and young people

K6   current local, UK and European legislation and organisational requirements, procedures and practices for:
  a   data protection, including recording, reporting, storage, security and sharing of information
  b   health and safety
  c   risk assessment and management
  d   dealing with comments and complaints
  e   protecting and safeguarding children and young people from danger, harm and abuse
  f   parental rights and responsibilities
  g   restraining children and young people
  h   the promotion and safeguarding of children and young people
  i   managing challenging behaviour in children and young people

K7   frameworks and guidance:

    a   assessment

    b   education

    c   health

K8   how to access records and information on:

    a   the needs, views, wishes and preferences of children and young people, parents, families and carers

    b   children and young people's needs, behaviour conditions and any communication and language needs and preferences

K9   the purpose of, and arrangements for, your supervision and support

Theory and practice

K10   how and where to access information and support that can inform your practice when supporting children and young people to manage challenging behaviour

K11   government reports, inquiries and research reports into serious failures to deal with challenging behaviour and to protect children and young people

K12   theories relevant to children and young people with whom you work, about:

    a   human growth, development and behaviour including:

       -    the impact that all forms of abuse, neglect, bullying, persecution and violence has on development and behaviour

       -    the importance of stable adult and peer relationships and the impact of disruption, including placement disruption, on development and behaviour

       -    factors and conditions that can benefit and/or inhibit development

    b   observing children and young people's behaviour

    c   dealing with distress and stress and the frustration it may cause in children and young people

    d   conflicts and dilemmas when working with children and young people with unwanted behaviour

    e   power and influence and how they can be used and abused when working with children and young people with unwanted behaviour

K13   working in integrated ways that promote children and young people's well-being

K14   key indicators of development and problem behaviour: emotional, physical, intellectual, social, communication

K15   behavioural signs of regression, withdrawal, attention seeking, anti-social behaviour and self-damaging behaviour

K16   human growth and development related to children and young people

K17   positive and negative sources and reinforcement that can affect the child/young person's confidence, identity and self-esteem and lead to unwanted behaviour

K18 methods of effective communication and engagement of children and young people, their parents, families and carers

K19 factors that cause risks and those that ensure safe and effective care for children and young people

K20 type of support for disabled children, young people and parents

K21 role of relationships and support networks in promoting the well-being of children and young people with whom you work

K22 conditions and issues you are likely to face in your work with children and young people and parents, families and carers

K23 the responsibilities and limits of your relationships with children and young people and parents, families and carers

K24 principles for selecting reward system to be used, the factors and circumstances which may support or provoke changes in the usual behaviour pattern of children

K25 the basic principles of influencing behaviour, why it is important actively to promote positive aspects of behaviour and the principles of positive reinforcement

K26 how to construct a recording system for children and young people's behaviour

K27 methods of diffusing situations that might lead to unwanted behaviour

K28 techniques for observing and monitoring children's and young peoples' behaviour individually and in groups

K29 the reasons why frameworks for children's and young people's behaviour are necessary

K30 a range of possible sanctions appropriate for varying situations, including time out and removal from activities

K31 how to work with children and young people to enable them to understand what socially desirable behaviour is and how they can achieve it

K32 the importance of boundary setting and consistency of application by others involved with children and young people

STL38 Support children with disabilities or special educational needs and their families (CCLD 321)

UNIT SUMMARY

Who is this unit for?

This unit is for those who work with disabled children or young people, or children or young people with special educational needs, either as a team leader or coordinator, or have a degree of autonomy in a setting where you are not a team leader or coordinator, or work with limited supervision either within a school or a peripatetic service.

Those working in a support role in a school setting would always work under the direction of a teacher.

What is this unit about?

This unit is about supporting disabled children or young people and/or children or young people with special educational needs or additional support needs. It involves working under the direction of a teacher to establish the strengths and needs of children/young people in partnership with their families and in collaboration with other agencies if appropriate. It also includes the identification and use of resources to enable inclusion and participation.

This unit contains three elements:

38.1 Contribute to the inclusion of children with disabilities and special educational needs

38.2 Help children with disabilities and special educational needs to participate in the full range of activities and experiences

38.3 Support families to respond to children's needs

Linked units

STL12 Support a child with disabilities or special educational needs

STL39 Support pupils with communication and interaction needs

STL40 Support pupils with cognition and learning needs

STL41 Support pupils with behaviour, emotional and social development needs

STL42 Support pupils with sensory and/or physical needs

Origin of this unit

This unit is taken from the National Occupational Standards in Children's Care, Learning and Development where it appears as CCLD 321.

This unit is underpinned by the principles and values for the National Occupational Standards in Children's Care Learning and Development.

STL38   Support children with disabilities or special educational needs and their families

Glossary of terms used in this unit

Attention deficits	a group of symptoms sometimes related to hyperactivity where it is hard for the child to organise or finish a task, to pay attention to details, or to follow instructions or conversations: the child is easily distracted or forgets details of daily routines
Augmentative and Alternative Communication (AAC)	this refers to any device, system or special method of communication that helps individuals with communication difficulties to communicate more easily and effectively: eg. symbols, communication boards, voice output communication aids, sign language or facial expressions and gestures
Barriers to communication	anything that prevents the child or young person communicating with others or making relationships, eg. hearing, speech or visual loss, lack of support services, mental health issues, learning disabilities
Barriers to participation	anything that prevents the child or young person participating fully in activities and experiences offered by the setting or service
Children	the children or young people you work with, except where otherwise indicated
Disability	a physical or mental impairment which has a substantial and long-term adverse effect on the child or young person's ability to carry out normal day-to-day activities
Equality of access	ensuring that discriminatory barriers to access are removed and that information about provision is accessible to all families in the community
Integration/inclusion	children with disabilities or special educational needs belonging to mainstream settings
Social and medical models of disability	the medical model reflects the traditional view of disability, that it is something to be 'cured', treating the individual as a sick patient. The social model considers that it is society that needs to change and that disabled people have rights and choices

Special educational needs (SEN)	children and young people with special educational or additional support needs learn differently from most children or young people of the same age. These children and young people may need extra or different help from that given to other children and young people
Transitions	changing, moving between different stages of life (growing up) or physical places (home–nursery–school)

STL38   Support children with disabilities or special educational needs and their families

38.1 Contribute to the inclusion of children with disabilities and special educational needs

Performance criteria

You need to:

P1   seek information about children/young people from families and external support agencies in order to assess and respond to the child or young person's individual needs

P2   identify barriers to participation; take steps to remove these and support children/young people's participation and equality of access

P3   involve and consult children/young people and families at each stage of determining the steps that have to be taken to support participation and access

P4   develop individual plans to meet each child/young person's needs

P5   request additional resources or a statutory assessment where appropriate

P6   support children/young people appropriately through transitions to ensure continuity of experiences

P7   refer concerns about children/young people, according to setting procedures

STL38   Support children with disabilities or special educational needs and their families

38.2 Help children with disabilities and special educational needs to participate in the full range of activities and experiences

Performance criteria

You need to:

P1   identify and take steps to overcome barriers to communication

P2   identify and take steps to overcome barriers to participation in the full range of activities and experiences

P3   offer alternative activities if appropriate

P4   implement adaptations that can be made without the use of special aids and equipment

P5   identify and deploy specialist aids and equipment as necessary

P6   adapt the environment, including layout of furniture and accessibility of equipment, where this is necessary and within your role and responsibility

P7   ensure adults involved are knowledgeable about children/young people's disabilities and special educational needs and confident in their roles and responsibilities

P8   agree boundaries for behaviour with children/young people and families

38.3 Support families to respond to children's needs

Performance criteria

You need to:

P1   encourage family members to participate in observing and identifying the needs of children/young people

P2   actively encourage family members to participate in activities with children/young people

P3   establish partnerships with families in recognition that they are the child/young person's primary carers and may have detailed specialist knowledge about the child/young person

P4   tailor support to families' different needs, recognising that the material and personal resources available to them will vary

P5   encourage family members to express their feelings in a non-judgemental environment

P6   adapt your use of complex specialist language to ensure clarity and understanding

STL38   Support children with disabilities or special educational needs and their families

Knowledge and understanding

You need to know and understand:

K1   the possible impact of having a child or young person with a disability or special educational needs within a family and the varied responses of carers, siblings and the wider family

K2   legislation, regulations and codes of practice affecting provision for disabled children and children with special educational needs within your home country

K3   assessment and intervention frameworks for children with special educational needs

K4   the rights of all children and young people to participation and equality of access and how this affects provision

K5   specialist local and national support and information that is available for you and for the children/young people and families

K6   partnerships with parents and families are at the heart of provision as they know most about their child

K7   there are 'expert parents' with wide-ranging and in-depth knowledge of their child and the disability or special educational need, who can offer support to others

K8   how integration/inclusion works in your setting and local area and the reasons for its benefits or otherwise

K9   details about particular disabilities or special educational needs as they affect the children/young people in your care and your ability to provide a high quality service

K10   the expected pattern of development for the children/young people for whom you are responsible

K11   the possible effects of communication difficulties and attention deficits

K12   the purpose and use of Alternative and Augmentative Communication and assisting children/young people through use of all available senses and experiences

K13   planning for each child/young person's individual requirements according to their age, needs, gender and abilities

K14   how to adapt your practice to meet the needs of all the children/young people for whom you are responsible, according to their age, needs and abilities

K15   what specialist aids and equipment are relevant and available for the children/young people you work with and how to use these safely

K16   the importance of early recognition and intervention to prevent learning or other difficulties from developing

K17   awareness of, and ability to use, specialist terminology in the interest of the children/young people with whom you work, whilst ensuring that use of such terminology does not act as a barrier to communication

STL39   Support pupils with communication and interaction needs

UNIT SUMMARY

Who is this unit for?

This unit is for those who provide support for pupils with speech and language delay, impairments or disorders; specific learning difficulties, eg. dyslexia, dyspraxia; those who present features associated with autistic spectrum disorder; and/or those for whom language and communication difficulties are the result of permanent sensory or physical impairment including deafblindness, deafness and visual impairment. This unit may also apply to those who work with pupils with moderate, severe or profound learning difficulties.

What is this unit about?

This unit is about the support provided to pupils with severe and/or complex communication and interaction needs to enable them to maximise learning and develop relationships with others. The communication needs of pupils with severe and/or complex special educational or additional support needs may be both diverse and complex. Pupils may need help and support in acquiring literacy skills; using augmentative and alternative means of communication; developing language for a range of purposes; and organising and coordinating spoken and written English.

This unit contains two elements:

39.1   Support pupils with communication and interaction needs to maximise learning
39.2   Support pupils with communication and interaction needs to develop relationships with others

Linked units

This unit is one of four specialist units for those working with pupils with moderate, severe and/or complex special educational needs or additional support needs in a special school or mainstream setting. The other specialist units are:

STL40   Support pupils with cognition and learning needs

STL41   Support pupils with behaviour, emotional and social development needs

STL42   Support pupils with sensory and/or physical needs

This unit also links to:

STL12   Support a child with disabilities or special educational needs

STL38   Support children with disabilities or special educational needs and their families

STL39   Support pupils with communication and interaction needs

Glossary of terms used in this unit

Augmented and alternative means of communication

systems and equipment used by pupils with sensory or physical impairment to enable them to communicate with others and take part in learning activities, for example:

- Total Communication approaches and the associated use of a range of sign communication systems, including signed English and British sign language
- Braille
- specialised equipment to enhance hearing, vision or speech, eg. ICT equipment, auditory and visual aids, audiological and amplification equipment, low-vision devices, speech synthesisers

Information

information about the pupil's language and general communicative competence may be obtained from:

- the class teacher
- a specialist teacher or the special educational needs coordinator within the school
- written records/reports
- outside specialists and agencies

Others

the pupils, teachers and other adults with whom pupils interact during the school day, including their peers, the class teacher, subject teachers and specialist support teachers and other adults from within or outside of the school, eg. headteacher/principle, parent helpers, speech and language therapists

Pupils with communication and interaction needs

pupils with severe and/or complex special educational needs arising from one or more of the following:

- speech and language delay, impairments or disorders
- specific learning difficulties, eg. dyslexia, dyspraxia
- autistic spectrum disorder
- permanent sensory or physical impairment including deafblindness, deafness and visual impairment
- moderate, severe or profound learning difficulties affecting their ability to communicate and interact with others

Relevant people

people with a need and right to have information about pupils' participation and progress. This will include the teacher responsible for the pupils but may also include others such as school leaders, other classroom support staff working with the pupils, special educational needs coordinator or other professionals, eg. speech and language therapist, educational psychologist. Information sharing must always adhere to the school's confidentiality policy

STL39   Support pupils with communication and interaction needs

39.1 Support pupils with communication and interaction needs to maximise learning

Performance criteria

You need to:

P1   obtain accurate and up-to-date information about:

    a   the pupil's language and general communicative competence

    b   the planned learning tasks and activities

P2   adapt the layout of the learning environment and the equipment used to enable the pupil with communication and interaction needs to maximise learning opportunities

P3   support the pupil to actively participate in learning tasks and activities

P4   use the most appropriate mode of communication, including additional visual, auditory and tactile or signing methods to reinforce spoken language

P5   support the pupil to make effective use of augmented and alternative means of communication as appropriate to his/her needs

P6   give assistance to enable the pupil to experience a sense of achievement and encourage independence

P7   positively reinforce the pupil's efforts to participate in learning tasks and activities

P8   provide feedback to relevant people on significant aspects of the pupil's participation levels and progress

STL39   Support pupils with communication and interaction needs

39.2 Support pupils with communication and interaction needs to develop relationships with others

Performance criteria

You need to:

P1   provide opportunities for the pupil with communication and interaction needs to initiate, respond to and maintain relationships with others

P2   use appropriate strategies to encourage the pupil to contribute to conversations and discussions with others

P3   encourage the pupil to respond constructively to other people's contributions to conversations and discussions

P4   provide encouragement and support to enable other pupils to respond positively to the pupil with communication and interaction needs

P5   respond to the pupil's level of expressive and receptive language to reinforce spoken language and to promote autonomy

P6   provide feedback to relevant people on the social and communicative development of the pupil with communication and interaction needs

STL39 Support pupils with communication and interaction needs

Knowledge and understanding

You need to know and understand:

K1   the school's policy on inclusive education and equality of opportunity and your role and responsibility in relation to this

K2   the school's policy and procedures for supporting pupils with communication and interaction needs

K3   the school's language and behaviour policies and how these impact on your work with pupils with communication and interaction needs

K4   the roles and responsibilities of others, both within and external to the school, who contribute to the support of pupils with communication and interaction needs

K5   the characteristics of the communication impairments and disorders of the pupils with whom you work, and the implications for language and communication development, social interaction and learning

K6   the differences between normal communication and the specific or more unusual patterns of communication demonstrated by pupils with significant developmental delay, impairment or those having some form of communication or language disorder

K7   the interaction between delayed language acquisition, cognitive development and sensory deficit

K8   the specific language, communication and interaction needs of the pupil(s) with whom you work

K9   any individual education plans and behaviour support plans for the pupils with whom you work

K10   strategies to enhance and promote non-verbal communication

K11   visual and auditory teaching approaches that can enhance communicative and social interactions

K12   how to adapt the general and technical vocabulary used by the teacher(s) in order to match the needs of pupils with communication difficulties

K13   physical and emotional factors which impact on a pupil's ability to engage in oral communication and ways of overcoming or minimising the effects of these

K14   the role of communication and self-expression in developing self-esteem

K15   how to use praise and constructive feedback to promote communication which is appropriate to the situation

K16   the communication methods used by the pupils with whom you work, how to use these, and how to support and promote the pupil's ability to use these effectively

K17   aspects of culture, upbringing and home circumstances that could affect a pupil's ability to communicate with others, eg. the different interpretations of signs and gestures

K18   the school procedures for recording and sharing information

STL40   Support pupils with cognition and learning needs

UNIT SUMMARY

Who is this unit for?

This unit is for those who provide support for pupils who demonstrate features of moderate, severe or profound learning difficulties, specific learning difficulties, eg. dyslexia or dyspraxia, or who present features associated with autistic spectrum disorder. Some pupils may have associated sensory, physical and/or behavioural difficulties which compound their special educational or additional support needs.

What is this unit about?

This unit is about the support provided to pupils with cognition and learning needs to enable them to participate in learning activities and to develop effective learning strategies. While individual needs will differ, most pupils with cognition and learning needs will require help with language, memory and reasoning skills; sequencing and organisational skills; understanding number; problem solving and concept development; and the improvement of fine and gross motor competences.

This unit contains two elements:

40.1   Support pupils with cognition and learning needs during learning activities

40.2   Support pupils with cognition and learning needs to develop effective learning strategies

Linked units

This unit is one of four specialist units for those working with pupils with moderate, severe and/or complex special educational needs or additional support needs in a special school or mainstream setting. The other specialist units are:

STL39   Support pupils with communication and interaction needs

STL41   Support pupils with behaviour, emotional and social development needs

STL42   Support pupils with sensory and/or physical needs

This unit also links to:

STL12   Support a child with disabilities or special educational needs

STL38   Support children with disabilities or special educational needs and their families

STL40   Support pupils with cognition and learning needs

Glossary of terms used in this unit

Cognition and learning needs	needs in relation to the skills needed by effective learners, including: • language, memory and reasoning skills • sequencing and organisational skills • an understanding of number • problem-solving and concept development skills • fine and gross motor skills
Information	information about the pupil's cognition and learning needs may be obtained from: • the class teacher • a specialist teacher or the special educational needs coordinator within the school • written records/reports • outside specialists and agencies
Learning activities	the planned learning tasks and activities for individual pupils, groups of pupils or the whole class
Learning resources	materials, equipment (including ICT), software, books and other written materials (eg. handouts, worksheets), DVDs, etc. that are required to support teaching and learning
Learning strategies	the skills needed to support effective learning including: • independent learning skills • exercising choice • decision making • problem solving • information processing
Problems	the barriers and hindrances to providing support for pupils during learning activities. Problems may relate to: • learning resources, eg. quantity, quality, suitability or availability • the learning environment, eg. space, comfort, noise level, disruptions • the pupils' ability to learn, eg. home or educational background, cultural and language heritage, attitude to learning, poor behaviour, low self-esteem, lack of concentration, sensory or physical disabilities

Pupils with cognition and learning needs

pupils who demonstrate features of:

- moderate, severe or profound learning difficulties
- specific learning difficulties, eg. dyslexia, dyspraxia
- autistic spectrum disorder

Relevant people

people with a need and right to have information about pupils' participation and progress. This will include the teacher responsible for the pupils but may also include others such as school leaders, other classroom support staff working with the pupils, special educational needs coordinator or other professionals, eg. educational psychologist. Information sharing must always adhere to the school's confidentiality policy and child protection procedures

STL40   Support pupils with cognition and learning needs

40.1   Support pupils with cognition and learning needs during learning activities

Performance criteria

You need to:

P1   obtain accurate and up-to-date information about:
    a   the pupil's cognition and learning needs
    b   the planned learning tasks and activities

P2   obtain and use equipment and materials as appropriate to the learning objectives

P3   adapt and modify learning resources to suit the pupil's maturity levels and learning needs

P4   provide levels of individual attention, reassurance and help with learning tasks as appropriate to the pupil's needs

P5   provide support as needed to enable the pupil to follow instructions

P6   give positive encouragement, feedback and praise to reinforce and sustain the pupil's interest and efforts in the learning activities

P7   monitor the pupil's response to the learning activities and, where necessary, modify or adapt the activities to achieve incremental and lateral progression towards the intended learning outcomes

P8   take appropriate action to resolve any problems in supporting the pupil's participation and progress in the learning activities

P9   provide feedback to relevant people on significant aspects of the pupil's participation levels and progress

STL40   Support pupils with cognition and learning needs

40.2   Support pupils with cognition and learning needs to develop effective learning strategies

Performance criteria

You need to:

P1   agree with the teacher the strategies to use to support pupils with cognition and learning difficulties to develop effective learning strategies

P2   sequence and structure learning experiences and the learning environment so the pupil develops organisational, information-processing and problem-solving skills

P3   use specific visual, auditory and tactile methods to help the pupil understand the functional use of objects and gain information about the environment

P4   provide information, advice and opportunities for the pupil to choose and make decisions about his/her own learning

P5   provide an appropriate level of assistance to enable the pupil to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills

P6   use appropriate strategies for challenging and motivating the pupil to develop effective learning strategies

P7   listen carefully to the pupil and positively encourage him/her to communicate his/her needs and ideas for future learning

P8   encourage the pupil to take responsibility for his/her own learning

P9   support the pupil in reviewing his/her learning strategies and achievements and plan for future learning

STL40   Support pupils with cognition and learning needs

Knowledge and understanding

You need to know and understand:

K1   the school's policy on inclusive education and equality of opportunity and your role and responsibility in relation to this

K2   the relevant school curriculum and age-related expectations of pupils in the subject/curriculum area and age range of the pupils with whom you are working

K3   the teaching and learning objectives of the learning activity and the place of these in the teacher's overall teaching programme

K4   the cognition and learning needs of the pupil(s) with whom you work and the implications of these for supporting different types of learning activities

K5   how cognitive difficulties impact upon the development of language and communication, and vice versa, and how this affects learning

K6   the significant differences between global learning difficulties which can affect all aspects of a pupil's learning, and specific learning difficulties, eg. dyslexia, dyspraxia, specific language impairment, which can exist as an anomaly in the overall pattern of a pupil's abilities

K7   the individual education plans for the pupil(s) with whom you work

K8   how to adapt and modify teaching and pupil materials so that pupils with cognition and learning needs are given every opportunity to understand concepts and ideas

K9   the importance of active learning for pupils with cognition and learning difficulties and how to promote this

K10   the impact of any medication used by the pupils with whom you work on their cognitive and physical abilities, behaviour and emotional responsiveness

K11   how to adapt or modify planned activities for pupils who are making extremely slow progress

K12   the sorts of problems that might occur when supporting pupils with cognition and learning difficulties and how to deal with these

K13   the range of cognitive skills necessary for effective learning and the effects of single or multiple disabilities on functions such as perception, memory and information processing

K14   strategies for challenging and motivating pupils with learning difficulties to learn

K15   the importance of active listening and how to do this

K16   the importance of, and methods for, helping pupils with cognition and learning needs to review their learning strategies and achievements and plan future learning

K17   the school procedures for recording and sharing information

STL41 Support pupils with behaviour, emotional and social development needs

UNIT SUMMARY

Who is this unit for?

This unit is for those who work with pupils who experience emotional and behavioural difficulties, who are withdrawn or isolated or display school phobic reactions; who are disruptive and disturbing, hyperactive and lack concentration; those with immature social skills or personality disorders; or those presenting challenging behaviours which may arise from complex special needs.

What is this unit about?

This unit is about providing the support needed by pupils with behaviour, emotional and social development needs to help them develop effective behaviour management strategies, relationships with others, and self-reliance.

This unit contains three elements:

41.1   Support the behaviour management of pupils with behaviour, emotional and social development needs

41.2   Support pupils with behaviour, emotional and social development needs to develop relationships with others

41.3   Support pupils with behaviour, emotional and social development needs to develop self-reliance and self-esteem

Linked units

This unit is one of four specialist units for those working with pupils with moderate, severe and/or complex special educational needs or additional support needs in a special school or mainstream setting. The other specialist units are:

STL39   Support pupils with communication and interaction needs

STL40   Support pupils with cognition and learning needs

STL42   Support pupils with sensory and/or physical needs

This unit also links to:

STL12   Support a child with disabilities or special educational needs

STL19   Promote positive behaviour

STL37   Contribute to the prevention and management of challenging behaviour in children and young people

STL38   Support children with disabilities or special educational needs and their families

STL41   Support pupils with behaviour, emotional and social development needs

Glossary of terms used in this unit

Behaviour support plans	statements setting out arrangements for the education of pupils with behaviour difficulties
Inappropriate behaviour	behaviour which conflicts with the accepted values and beliefs of the school and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse
Opportunities to establish and sustain community-based rules	situations that can be used to agree or remind pupils of community-based rules, eg. circle time, personal and social education, education for citizenship
Others	the pupils, teachers and other adults with whom pupils interact during the school day, including their peers, the class teacher, subject teachers, specialist support teachers, support staff and other adults from within or outside of the school, eg. headteacher/principle, parent helpers, educational psychologist
Pupils with behaviour, emotional and social development needs	pupils who experience emotional and behavioural difficulties, who are withdrawn or isolated or display school phobic reactions; who are disruptive and disturbing, hyperactive and lack concentration; those with immature social skills or personality disorders; or those presenting challenging behaviours which may arise from other complex needs
Relationships	pupils with behaviour, emotional and social development needs may need support for developing relationships when working: • in pairs • in groups • within the class • with adults
Relevant people	people with a need and right to have information about pupils' participation and progress. This will include the teacher responsible for the pupils but may also include others such as school leaders, other classroom support staff working with the pupils, special educational needs coordinator or other professionals, eg. educational psychologist. Information sharing must always adhere to the school's confidentiality policy and child protection procedures

School policies	the range of school polices and procedures relating to the behaviour, emotional and social development of pupils, for example:

- behaviour management
- classroom management
- child protection
- inclusion and equality of opportunity
- multiculturalism and celebrating diversity
- emotional expression, eg. acceptable language, the use of 'time out'

Self-management skills	personal skills that will help pupils to organise themselves and manage their behaviour, including:

- exercising choice
- decision making
- problem solving
- self expression
- general life skills

STL41   Support pupils with behaviour, emotional and social development needs

41.1 Support the behaviour management of pupils with behaviour, emotional and social development needs

Performance criteria

You need to:

P1   clarify and confirm your understanding of the intervention strategies to be used to manage the behaviour of pupils with behaviour and emotional difficulties with the relevant people

P2   implement the agreed strategies consistently and effectively at all times

P3   provide an effective role model for the standards of behaviour expected of pupils and adults within the school

P4   contribute to the provision of safe and supportive opportunities to establish and sustain community-based rules and develop social interaction

P5   encourage pupils to take responsibility for their own behaviour

P6   monitor the behaviour of pupils who show uneven or intermittent standards of social skills, recognise when pupils have made progress, and use this to promote positive behaviour

P7   work collaboratively with others to implement a positive, collegiate approach to the management of pupil disaffection and challenging behaviour

P8   recognise and respond appropriately to risks to yourself and/or others during episodes of challenging behaviour

P9   promptly report any problems in dealing with challenging behaviour to the relevant people

P10   provide feedback to relevant people on significant aspects of the pupil's participation levels and progress

STL41 Support pupils with behaviour, emotional and social development needs

41.2 Support pupils with behaviour, emotional and social development needs to develop relationships with others

Performance criteria

You need to:

P1   provide opportunities for pupils with behaviour, emotional and social development needs to establish social contacts and relationships with others

P2   encourage cooperation between pupils in ways which are commensurate to their age and stage of development

P3   interact with pupils and other adults in ways which provide a positive and consistent example of effective working relationships

P4   encourage pupils to resolve minor conflicts amicably and safely

P5   respond appropriately to conflict situations and incidents of inappropriate behaviour with due consideration for your own safety and that of others

P6   recognise and respond to opportunities to remind pupils of school policies concerning the rights of others and their own responsibilities towards each other

41.3 Support pupils with behaviour, emotional and social development needs to develop self-reliance and self-esteem

Performance criteria

You need to:

P1   listen carefully to pupils with behaviour, emotional and social development needs and encourage them to communicate their needs and ideas

P2   use effective strategies to encourage the pupil to make their own decisions and accept responsibility for their actions

P3   help the pupil to refocus on class rules, personal targets and responsibilities in school and the wider community following flashpoints where his/her self-control has been lost

P4   make effective use of opportunities for the pupil to develop self-management skills

P5   use strategies for recognising and rewarding achievements and efforts towards self-reliance that are appropriate to the age and development stage of the pupil and comply with school policy and procedures

P6   encourage and support pupils who are experiencing behaviour, emotional or social difficulties in a manner which maintains their self-reliance and self-esteem

STL41   Support pupils with behaviour, emotional and social development needs

Knowledge and understanding

You need to know and understand:

K1   the school's policy on inclusive education and equality of opportunity and your role and responsibility in relation to this

K2   the school policies and procedures relating to the behaviour, emotional and social development of pupils

K3   the roles and responsibilities of others, both within and external to the school, who contribute to the support of pupils with behaviour, emotional and social development needs

K4   the impact of any medication taken by the pupils with whom you work on their cognitive and physical abilities, behaviour and emotional responsiveness

K5   the impact of any negative or traumatic home experiences of the pupils with whom you work on their behaviour and emotional responsiveness

K6   any individual education plans and behaviour support plans for the pupils with whom you work

K7   how pupil grouping and teaching and learning contexts affect the behaviour of the pupils with whom you work

K8   intervention strategies appropriate for pupils with behaviour, emotional and social development needs

K9   the importance of modelling the behaviour you want to see and the implications of this for your own behaviour

K10   how to encourage and foster pupils' skills of self-monitoring and self-control

K11   the importance of recognising and rewarding positive behaviour and how to do this

K12   the sorts of behaviour patterns that might indicate problems such as medical problems, child abuse, substance abuse or bullying, and who you should report these to

K13   how to manage conflict, including negotiation skills and a range of defusion and de-escalation strategies, positive handling and recovery strategies

K14   how and when to use physical restraint to prevent harm to pupils, yourself or others

K15   the sorts of behaviour or discipline problems that you should refer to others and to whom these should be referred

K16   levels of cooperation that can be expected of pupils at different ages and stages of development

K17   aspects of culture, upbringing, home circumstances, and physical and emotional health of pupils that could affect their ability to relate to others and how to deal with these

K18   factors which influence the responses of pupils, parents/carers, teachers and others to pupils with limited social or interpersonal skills

K19   the factors within and outside school which influence the responsiveness to others of pupils with limited social or interpersonal skills

K20   how any psychological and psychiatric disorders affecting the pupils with whom you work may impact on the way in which they relate to others

K21   the effects of specific types of verbal behaviour, eg. proximity, tone and gesture, and non-verbal behaviour, eg. body language, personal space, on pupils' emotional and behavioural responses, and how positive examples of these can improve pupils' self-esteem and social response

K22   school policies and practices for dealing with conflicts and inappropriate behaviour

K23   strategies for rebuilding damaged emotional relationships between adults and pupils, and between pupils and their peers

K24   the importance of active listening skills and how these should be used to promote pupils' self-esteem

K25   the factors which affect the development of self-esteem

K26   how classroom and group dynamics can contribute to, accentuate or reinforce good/poor self-image

K27   strategies that can be used to encourage and support pupils in decision making

K28   when it is appropriate to give responsibility to pupils, why this is important, and how family/cultural expectations of this may vary

K29   stereotypical assumptions about pupils' self-reliance relative to gender, cultural background and special educational needs or additional support needs, and how these can limit pupils' development

K30   expected levels of self-reliance and social behaviour at different ages and developmental stages

K31   the importance of positive reinforcement for effort and achievement and how to provide this

K32   the relationship between pupil self-esteem, self-management and learning

K33   the school procedures for recording and sharing information

STL42 Support pupils with sensory and/or physical needs

UNIT SUMMARY

Who is this unit for?

This unit is for those who provide support for pupils who demonstrate degrees of hearing, visual and/or physical impairment.

What is this unit about?

This unit is about the support provided to pupils with sensory and/or physical needs to enable them to maximise learning in individual, group and class activities, and provide structured programmes relevant to their additional support needs.

This unit contains two elements:

42.1   Enable pupils with sensory and/or physical needs to maximise learning

42.2   Implement structured learning programmes for pupils with sensory and/or physical needs

Linked units

This unit is one of four specialist units for those working with pupils with moderate, severe and/or complex special educational needs or additional support needs in a special school or mainstream setting. The other specialist units are:

STL39   Support pupils with communication and interaction needs

STL40   Support pupils with cognition and learning needs

STL41   Support pupils with behaviour, emotional and social development needs

This unit also links to:

STL12   Support a child with disabilities or special educational needs

STL13   Contribute to moving and handling individuals

STL14   Support individuals during therapy sessions

STL38   Support children with disabilities or special educational needs and their families

STL42   Support pupils with sensory and/or physical needs

Glossary of terms used in this unit

Information
information about the pupil's sensory and/or physical needs may be obtained from:

- the class teacher
- a specialist teacher or the special educational needs coordinator within the school
- from written records/reports
- from outside specialists and agencies

Planning
deciding with the teacher and other specialists what you will do, when, how and with which pupils, to ensure that structured learning programmes are implemented as appropriate to the needs of pupils with sensory and/or physical needs

Pupils with sensory and/or physical needs
pupils who demonstrate degrees of hearing, visual and/or physical impairment

Relevant people
people with a need and right to have information about pupils' participation and progress. This will include the teacher responsible for the pupils but may also include others such as school leaders, other classroom support staff working with the pupils, special educational needs coordinator, or other professionals, eg. therapist. Information sharing must always adhere to the school's confidentiality policy and child protection procedures

Specialist equipment
equipment and learning aids which may be required by pupils with sensory and/or physical needs, eg.:

- auditory aids
- visual aids
- mobility aids
- Brailling machines
- information and communication technology (ICT) hardware and software

Structured learning programmes
individual learning programmes to address the additional needs of pupils with sensory and/or physical needs, eg. physiotherapy, mobility, speech and language therapy, occupational therapy and independence programmes

Teaching and learning materials
the materials suitable for pupils with sensory, multi-sensory or physical disabilities, eg.:

- tactile diagrams
- Braille
- subtitled video material
- ICT hardware and software

STL42   Support pupils with sensory and/or physical needs

42.1   Enable pupils with sensory and/or physical needs to maximise learning

Performance criteria

You need to:

P1   obtain accurate and up-to-date information about:

    a   the nature and level of the pupil's sensory and/or physical needs

    b   the pupil's learning needs

    c   the planned learning tasks and activities

P2   adapt the layout of the learning environment and the equipment used to enable the pupil with sensory and/or physical needs to access and maximise learning opportunities

P3   develop and use teaching and learning materials in the appropriate medium as required by the pupil

P4   encourage the pupil to actively participate in learning tasks and activities consistent with his/her developmental level, physical abilities and any medical conditions

P5   ensure that any specialist equipment is used appropriately to maintain the pupil's comfort and maximise his/her participation in learning tasks and activities

P6   give assistance to enable the pupil to experience a sense of achievement and encourage independence

P7   positively reinforce the pupil's efforts to participate in learning tasks and activities

P8   provide feedback to relevant people on significant aspects of the pupil's participation levels and progress

STL42   Support pupils with sensory and/or physical needs

42.2   Implement structured learning programmes for pupils with sensory and/or physical needs

Performance criteria

You need to:

P1   work with relevant people to jointly and cooperatively:
   a   plan and agree the structured learning programme
   b   clarify and confirm your role and responsibility for implementing the programme
   c   agree objectives for structured activities which fulfil the aims of the programme and are achievable and relevant to the needs of the pupil

P2   ensure that the timing and location of the structured activities:
   a   minimises distractions to the pupil
   b   minimises disruptions to the normal routines and schedules
   c   takes place at a time when the pupil is most receptive and will receive maximum benefits

P3   use appropriate equipment and materials for the activities as agreed with the relevant people

P4   give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts

P5   provide an appropriate level of assistance to enable the pupil to experience a sense of achievement, maintain self-esteem and self-confidence and encourage independence

P6   provide the relevant people with information about the pupil's participation, progress and enjoyment of structured activities

STL42 Support pupils with sensory and/or physical needs

Knowledge and understanding

You need to know and understand:

K1   the school's policy on inclusive education and equality of opportunity and your role and responsibility in relation to this

K2   the basic principles of current disability discrimination, equality and rights legislation, regulation and codes of practice

K3   the roles and responsibilities of others, both within and external to the school, who contribute to the support of pupils with sensory and/or physical needs

K4   the effect of a primary disability on pupils' social, emotional and physical development

K5   how to select and use teaching and learning materials in an appropriate medium, eg. tactile diagrams, Braille, computer software, symbols and subtitled video material

K6   the physical management of pupils, including suitable lifting techniques, appropriate seating, lighting and acoustic conditioning

K7   the sorts of specialist equipment and technology used by the pupils with whom you work, and how it helps overcome or reduce the impact of sensory or physical impairment

K8   how to help pupils to contribute to the management of their own specialist equipment

K9   the impact of chronic illness, pain and fatigue on learning

K10   the impact of any medication taken by the pupils with whom you work on their cognitive and physical abilities, behaviour and emotional responsiveness

K11   the effect of long-standing or progressive conditions on the emotions, learning, behaviour and quality of life of pupils

K12   the importance of praise and encouragement in helping pupils to experience achievement and independence and how to use these effectively

K13   how to make optimal use of residual sensory and physical functions

K14   the range of physical, motor and/or sensory disabilities of the pupils with whom you work and the sorts of structured activities needed to help them overcome or reduce the impact of these

K15   how to provide a structured activity within a group setting

K16   the need for responsiveness and flexibility in implementing structured activities for pupils with sensory and/or physical needs

K17   techniques for positive reinforcement, how it should be used and its effects on pupils

K18   the need and methods for adaptive responses to the pupil's behaviour and achievements

K19   a pupil's need for independence, control, challenge and sense of achievement

K20   the importance of valuing a pupil and how to communicate this

K21   when it is appropriate to intervene in a pupil's activity and how to do this with sensitivity and respect for the pupil

K22   the importance of responding to and interacting with the pupil, including communicating plans and intentions to the pupil, in an appropriate way

K23   the school procedures for recording and sharing information

STL43   Assist in the administration of medication (SfH CHS2)

UNIT SUMMARY

Who is this unit for?

This unit is for those who assist with the administration of medication to pupils in schools. This unit will apply only to those who have responsibility for administering medication under the direction of a qualified healthcare practitioner. Training in the administration of medication is an essential pre-requisite for those undertaking this role.

What is this unit about?

This unit is about assisting in the administration of medication to an individual pupil, or as part of a larger process where a "drug round" may be undertaken. You will always work with other staff within this context whose role is to lead the process and you must always work within your own role and area of delegated responsibility for the administration of medication.

The administration may include medication(s) from various drug categories such as:
• general sales list
• pharmacy only
• prescription only

This unit contains:

This is a single element unit.

Origin of this unit

This unit is taken from the National Occupational Standards for Clinical Healthcare Support developed by Skills for Health, where it appears as CHS2.

STL43 Assist in the administration of medication

Glossary of terms used in this unit

Additional protective equipment	includes types of personal protective equipment such as visors, protective eyewear and radiation protective equipment as appropriate to the situation
Contaminated	includes items contaminated with body fluids, chemicals or radionuclides
	any pack/item opened and not used should be treated as contaminated
Individuals	the persons for whom the medication has been ordered/prescribed. This could be adults and/or children, depending upon the care setting in which you work
Medication administration record and/or drug protocols	denotes the term used for the documentation on which the medication has been ordered/prescribed – this will vary across care settings and environments, such as hospital and community settings, including medications prescribed by general practitioners (GPs) and dispensed by community pharmacists, where the instructions will be found on the medication packaging
Personal protective clothing	includes items such as plastic aprons, gloves – both clean and sterile, footwear, dresses, trousers and shirts and all-in-one trouser suits. These may be single-use disposable clothing or reusable clothing

STL43 Assist in the administration of medication

Scope

This section provides guidance on possible areas to be covered in this unit of competence.

Appropriate manner	Includes:
	a slowly, from a spoon or medication pot for oral medication
	b without handling the drug yourself

Equipment	includes:
	a drugs
	b trolley
	c medication
	d pots
	e spoons
	f syringes
	g water jugs
	h drinking glasses
	i prescription charts
	j disposal bags
	k medication
	l bottles
	m packets

Methods	include:
	a verbally
	b by using other appropriate communication eg. Makaton
	c by using identity bracelets

Person leading the administration	includes a more senior member of staff such as:
	a a registered nurse in all contexts
	b registered midwife
	c social worker

Relevant staff	includes:
	a person in charge
	b nurse
	c midwife
	d social worker
	e doctor
	f pharmacist

Standard precautions and health and safety measures	a series of interventions which will minimise or prevent infection and cross infection, including: a hand washing/cleansing before during and after the activity b the use of personal protective clothing and additional protective equipment when appropriate also includes: c handling contaminated items d disposing of waste e safe moving and handling techniques f untoward incident procedures

STL43 Assist in the administration of medication

Performance criteria

You need to:

P1   apply**standard precautions** for infection control and other relevant **health and safety measures**

P2   check that all medication administration records or protocols are available, up to date and legible with the member of staff leading the process

P3   report any discrepancies or omissions you might find to the person in control of the administration and to **relevant staff** as appropriate

P4   read the medication administration record with the**person leading the administration**, checking and confirming the medication required, the dose and the route of administration against the record/protocol, and confirming the expiry date of the medication

P5   refer confusing or incomplete instructions back to the relevant member of staff or the pharmacist

P6   check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves, using a variety of **methods**, before the medication is administered

P7   contribute to administering the medication to the individual in the **appropriate manner**, using the correct technique and at the prescribed time according to the care plan

P8   assist the individual to be as self managing as possible and refer any problems or queries to the relevant staff or pharmacist

P9   seek help and advice from a relevant member of staff if the individual will not or cannot take the medication

P10   check and confirm that the individual actually takes the medication and does not pass medication to others

P11   contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely

P12   return medication administration records to the agreed place for storage and maintain the confidentiality of information relating to the individual at all times

P13   ensure the security of medications throughout the process and ensure all medication is stored in the correct safe place when administration is complete

P14   check the stock level of medications and assist in the reordering if necessary and applicable

STL43   Assist in the administration of medication

Knowledge and understanding

You need to apply:

Legislation, policy and good practice

K1   a factual awareness of the current European and national legislation, national guidelines and local policies and protocols which affect your work practice in relation to assisting in the administration of medication

K2   a working knowledge of your responsibilities and accountability in relation to the current European and national legislation, national guidelines and local policies and protocols

K3   a factual awareness of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence

K4   a working knowledge of the importance of applying standard precautions and the potential consequences of poor practice

K5   a working knowledge of why medication should only be administered against the individual's medication administration record and consistent with the prescriber's advice

K6   a working knowledge of who is responsible within your work setting for checking and confirming that the details and instructions on the medication label are correct for the client and with the medication administration record sheet/protocol

K7   a working knowledge of the actions you should take if you disagree with the person leading the administration of medication

K8   a working knowledge of the instructions for the use of medication on patient information leaflets and manufacturers' instructions

Procedures and techniques

K9   a working knowledge of the different routes for the administration of medication

K10   a working knowledge of the information which needs to be on the label of a medication and its significance

Care and support of the individual

K11   a working knowledge of the various aids which can be used to help individuals take their medication

K12   a working knowledge of the importance of communication and different ways in which you can communicate

K13   a working knowledge of the importance of identifying the individual for whom the medications are prescribed

K14   a working knowledge of why it is vital that you confirm the medication against the prescription/protocol with the person leading the administration before administering it

Records and documentation

K15   a working knowledge of the importance of correctly recording your activities as required

K16   a working knowledge of the importance of keeping accurate and up-to-date records

K17   a working knowledge of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

STL44 Work with children and young people with additional requirements to meet their personal support needs (HSC315)

UNIT SUMMARY

Who is this unit for?

This unit is for those who provide personal care to pupils with additional needs.

What is this unit about?

This unit is about contributing to assessing and developing plans to meet the personal support needs of children and young people with additional requirements, and then implementing and evaluating the plans.

This unit contains three elements:

44.1   Support children and young people with additional requirements to identify and develop plans to meet their personal support needs

44.2   Support children and young people to address their personal support needs

44.3   Contribute to evaluating the effectiveness of activities to meet children and young people's personal support needs

Origin of this unit

This unit is taken from the National Occupational Standards in Health and Social Care where it appears as unit HSC315.

STL44   Work with children and young people with additional requirements to meet their personal support needs
         (HSC315)
Training and Development Agency for Schools final version June 2007

STL44   Work with children and young people with additional requirements to meet their personal support needs

Glossary of terms used in this unit

Active support	support that encourages children and young people to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence
Carer	any person who cares for the physical, social and mental well-being of the children
Children and young people	children and young people from birth to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to receive children's/young people's services, until they reach 21. Where children and young people use advocates/interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard may cover the children and young people and their advocate/interpreter
Communicate	communicate using: the child/young person's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non-verbal forms of communication; human and technological aids to communication
Families	include the people who are legally related to children and young people and those who through relationships have become an accepted part of their family
Others	are other people with whom the child/young person has a supportive relationship
Parents	people with legal parental responsibility
Personal support needs	the needs of the children and young people relating to their personal activities such as going to the toilet, meeting their personal care needs, washing etc.

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        (HSC315)
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Rights	the rights that children and young people have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in the way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

Risks   the likelihood of danger, harm and/or abuse arising from anything or anyone

STL44   Work with children and young people with additional requirements to meet their personal support needs

44.1 Support children and young people with additional requirements to identify and develop plans to meet their personal support needs

Performance criteria

You need to:

P1   support children and young people, parents, families, carers and others, to identify children and young people's personal support needs

P2   seek information and advice to help you understand and address children and young people's personal support needs

P3   examine, with children and young people, parents, families, carers and others, different ways their personal support needs can be met

P4   support children and young people to identify their views and preferences about how their personal support needs should and could be met, taking account of their age, abilities and level of development and understanding

P5   contribute to developing plans to meet the personal support needs of children and young people

P6   seek and acquire specialist advice and support, to help you to meet the additional personal support needs of children and young people

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         (HSC315)
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STL44   Work with children and young people with additional requirements to meet their personal support needs

44.2 Support children and young people to address their personal support needs

Performance criteria

You need to:

P1   identify the personal support needs of children and young people for whom you are responsible

P2   provide active support to enable children and young people to:
   a   identify and use their own skills, abilities, experience and knowledge to help meet their own personal needs
   b   participate as much as they are able

P3   assist children and young people to meet their personal support needs, taking account of and managing risks

P4   provide active support to enable children and young people to carry out activities that support their personal needs, taking account of:
   a   their expressed wishes and preferences
   b   any risks
   c   care plan requirements

P5   work sensitively with children and young people to help them understand, cope with and minimise the frustrations they may feel when seeking and accepting help

P6   support children and young people, parents, families, carers and others to identify any changes to children and young people's personal support needs

P7   take appropriate action to deal with any changing personal support needs of children and young people

P8   seek extra support and advice when you are having difficulty supporting the personal support needs of children and young people

P9   seek additional help to address your own personal and emotional needs when working with children and young people with additional requirements to meet their personal support needs

STL44 Work with children and young people with additional requirements to meet their personal support needs

44.3 Contribute to evaluating the effectiveness of activities to meet children and young people's personal support needs

Performance criteria

You need to:

P1   encourage children and young people, parents, families and carers to provide feedback on the effectiveness of activities to meet children and young people's personal support needs

P2   work with others to identify and carry out your own responsibilities to evaluate the effectiveness of activities to meet children and young people's personal support needs

P3   support children and young people, parents, families, carers and others to evaluate aspects of your support that:
    a   achieved positive results
    b   could be improved

P4   support children and young people, parents, families, carers and others to evaluate activities to meet children and young people's personal support needs, that:
    a   have been beneficial to the child/young person
    b   need improving
    c   need amending to meet changes in the child/young person's needs, age, abilities and level of development and understanding

P5   work with children and young people, parents, families and carers within the evaluation process in ways that respect their views, wishes and preferences

P6   identify, with others:
    a   where and what additional expertise is required to meet children and young people's current and future personal support needs
    b   how any additional help and support can be accessed and who should be responsible for this
    c   any changes that need to be implemented when supporting children and young people's additional personal support needs

P7   support children and young people, parents, families and carers to understand:
    a   any changes that will be made to children and young people's personal support needs
    b   when and by whom any changes will be made
    c   how any changes with resource implications will be resourced

STL44   Work with children and young people with additional requirements to meet their personal support needs

Knowledge and understanding

You need to know and understand:

Values

K1   legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality, sharing of information and the rights of children and young people nationally, and through the United Nations Convention on the Rights of the Child

K2   how to provide active support and place the preferences and best interests of children and young people at the centre of everything you do when working with children and young people with additional requirements to meet their personal support needs

K3   how to ensure that you protect the rights and the interests of children and young people taking account of any limitations on their rights and those of parents

K4   how to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to enable the children and young people who have additional needs to communicate and meet their needs, wishes and preferences

K5   dilemmas between:
   a   the children and young people's views, preferences, aspirations and expectations, and your role and responsibilities for their care and protection
   b   your own values and those of children and young people, their parents, families, carers and key people
   c   your own professional values and those of others within and outside your organisations

K6   methods that are effective in promoting equality and diversity and dealing with and challenging discrimination when working with children and young people with additional requirements to meet their personal support needs

Legislation and organisational policy and procedures

K7   codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when working with children and young people with additional requirements to meet their personal support needs

K8   current local, UK and European legislation and organisational requirements, procedures and practices for:
   a   data protection, including recording, reporting, storage, security and sharing of information
   b   health and safety
   c   risk assessment and management

    d   dealing with comments and complaints

    e   promoting the well-being and protection of children and young people

    f   parental rights and responsibilities

    g   working with parents, families and carers to promote the well-being and life chances of children and young people

    h   working with children and young people with additional requirements to meet their personal support needs

K9   frameworks and guidance on:

    a   assessment

    b   education

    c   health

K10   practice and service standards relevant to your work setting and when working with children and young people with additional requirements to meet their personal support needs

K11   how to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers

K12   the purpose of, and arrangements for, your supervision and support

Theory and practice

K13   how and where to access information and support that can inform your practice when working with children and young people with additional requirements to meet their personal support needs

K14   government reports, inquiries and research reports into serious failures to protect children and young people with additional needs

K15   theories relevant to the children and young people with whom you work, about:

    a   human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development

    b   identity and self-esteem

    c   loss and change

    d   conflicts and dilemmas

    e   power, and how it can be used and abused when working with children and young people with additional requirements to meet their personal support needs

    f   the effects of stress and distress

    g   working with children and young people with additional requirements to meet their personal support needs

    h   positive and negative sources and reinforcement that can affect the children and young people's confidence, identity and self-esteem

    i   observing children and young people's progress

    j   the additional needs and conditions of children and young people with whom you will be working

      k   motivation and enabling children and young people to participate to their utmost abilities

      l   using, maintaining and disposing of hazardous and non-hazardous materials and equipment

K16   working in integrated ways that promote children and young people's well-being

K17   the responsibilities and limits of your relationships with children and young people

K18   methods of effective communication and engagement of children and young people, their parents, families and carers

K19   factors that cause risks and those that ensure safe and effective care for children and young people with additional needs

K20   the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption

K21   how to work with, and resolve, conflicts that you are likely to meet

K22   conditions and issues you are likely to face in your work with children and young people and parents, families and carers

K23   methods of supporting children and young people with additional needs to:
      a   express their needs, wishes and preferences
      b   identify how their care needs should be met

K24 methods of:
      a   effective communication and engagement with children and young people generally, and specifically with those with whom you are working
      b   involving children and young people in activities in ways that are appropriate to the age of the child and young person, their level of development and understanding and their additional needs
      c   working with parents, families and carers to support children and young people
      d   working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, of becoming involved in offending behaviour

K25   how children's different needs might require different techniques

K26   the type of equipment and aids children and young people with whom you work may use, how to use them, how they should be maintained and who to contact if they are defective or need upgrading

K27   methods and formats for planning, monitoring, observing and recording for evaluation purposes

K28   the importance of identifying if children and young people are distressed or uncomfortable when their personal support needs are being met

K29   how to support parents and carers to manage the risks to children and young people with their development and independence

STL45   Promote children's well-being and resilience (CCLD 308)

UNIT SUMMARY

Who is this unit for?

This unit is for those who support the care, learning and development of children or young people. This unit may be suitable for those who have a pastoral and/or learning support role within a school setting.

What is this unit about?

This unit is about helping children or young people to develop self-reliance, self-esteem and emotional resilience. It is concerned with how practitioners provide an emotional environment that supports, affirms and values children and young people and helps them to manage their own feelings and their relationships with others.

This unit contains four elements:

45.1   Enable children to relate to others

45.2   Provide a supportive and challenging environment

45.3   Enable children to take risks safely

45.4   Encourage children's self-reliance, self-esteem and resilience

Linked units

STL20   Develop and promote positive relationships

Origin of this unit

This unit is taken from the National Occupational Standards in Children's Care, Learning and Development where it appears as CCLD 308.

This unit is underpinned by the principles and values for the National Occupational Standards in Children's Care Learning and Development.

STL45   Promote children's well-being and resilience

Glossary of terms used in this unit

Affirmation	positive encouragement and confirmation of ability or value as a person
Challenge	experiment and test the extent and limits of one's ability
Children and young people	children or young people with whom you work, unless otherwise stated
Empathy	the ability to see things from another person's perspective and gain insight into their feelings
Emotional competence	the ability to understand, manage and express the social and emotional aspects of one's life in ways that enable the development of life skills
Resilience	the ability to withstand normal everyday disappointments, hurts and assaults on one's confidence without it affecting self-esteem
Risk assessment	the assessments that must be carried out in order to identify hazards and find out the safest way to carry out certain tasks and procedures
Self-esteem	self-confidence; taking comfort in one's self as a valued person
Self-reliance	personal autonomy and independence, ability to solve own problems
Well-being	physical and mental good health, resulting in a positive outlook and feelings of happiness

STL45   Promote children's well-being and resilience

45.1   Enable children to relate to others

Performance criteria

You need to:

P1   demonstrate respect and value for children/young people's views, opinions and feelings

P2   encourage children/young people to consider the feelings of others

P3   encourage children/young people to share and cooperate in joint activities

P4   help children/young people to identify the boundaries of acceptable and unacceptable behaviour

P5   reflect and acknowledge positive aspects of children/young people's behaviour and interactions

P6   recognise developmentally appropriate behaviour

P7   demonstrate respect and value for children/young people's capabilities and strengths

P8   positively value diversity and demonstrate acceptance of similarities and differences

45.2   Provide a supportive and challenging environment

Performance criteria

You need to:

P1   provide a calm and accepting environment which allows children/young people to experience and express their feelings safely

P2   encourage children/young people to try new activities and experiences

P3   positively reward children/young people's efforts and achievements

P4   support children/young people in managing failure and disappointment

P5   help children/young people to predict, recognise and accept the consequences of their actions

P6   help children/young people support each other through challenging activities and achievements

P7   demonstrate acceptance and respect for children/young people's individuality

P8   demonstrate honesty and openness in interactions with children/young people

STL45   Promote children's well-being and resilience

45.3 Enable children to take risks safely

Performance criteria

You need to:

P1   carry out risk assessment in line with organisational policy, without limiting opportunities to extend and challenge children/young people's skills

P2   demonstrate awareness of the capabilities and competence of individual children/young people

P3   allow children/young people to set their own limits within the framework of risk assessment

P4   encourage children/young people to assess risks to themselves and others from their activity and behaviour

P5   intervene in situations where children/young people are at risk of harm

P6   clearly agree boundaries and limits with children/young people and the reasons for these

P7   help children/young people manage and monitor their own behaviour and that of others

P8   supervise children/young people according to legislation and accepted policy and practice in the setting

STL45   Promote children's well-being and resilience

45.4 Encourage children's self-reliance, self-esteem and resilience

Performance criteria

You need to:

P1   engage with and provide focused attention to individual children/young people

P2   communicate with children/young people openly and honestly in ways that are not judgemental

P3   praise specific behaviour that you wish to encourage

P4   direct any comments, whether positive or negative, towards the demonstrated behaviour, not the individual child/young person

P5   treat children/young people with respect and consideration as individual people in their own right

P6   help children/young people to choose realistic goals that are challenging but achievable

P7   show empathy to children/young people by demonstrating understanding of their feelings and point of view

P8   encourage children/young people to take decisions and make choices

P9   work with colleagues and other professionals as required, to encourage children/young people's self-esteem and resilience

STL45   Promote children's well-being and resilience

Knowledge and understanding

You need to know and understand:

K1   how to carry out risk assessment that takes all reasonable precautions without restricting opportunities for development; how organisational policy can support this

K2   factors that affect resilience in children and young people

K3   how you might support children and young people's resilience, according to the child or young person's age, needs and abilities

K4   the link between children and young people's ability to relate to others and their emotional well-being and resilience

K5   the concept of an emotionally safe environment that allows children and young people to express their feelings freely

K6   the importance of trust, openness and honesty in practitioners' relationships with children and young people

K7   how you can help children and young people understand, express and manage their feelings

K8   why it is important for children and young people to challenge and test their abilities and the relationship between this and self-esteem

K9   how you can encourage and support children and young people to test and stretch their skills and abilities; how you help them manage success and failure in ways that do not damage their self-esteem

K10   what is meant by focused attention, why this is important to children and young people's self-esteem and how you provide such attention

K11   the importance of not judging children and young people; why comments should be directed at behaviour rather than the individual and the link between this and children and young people's resilience and positive self-esteem

K12   how you demonstrate empathy and understanding to children and young people, including the language and expressions you might use

K13   how you recognise and manage your own negative feelings, eg. lack of confidence and feelings of inadequacy

STL46 Work with young people to safeguard their welfare (YW D4)

UNIT SUMMARY

Who is this unit for?

This unit is for those who work with older students in schools and other educational settings to safeguard their welfare.

What is this unit about?

This unit is about understanding and evaluating hazards and risks, and carrying out your work safely and in accordance with organisational procedures. It is about enabling young people to assess risks, helping them to develop their confidence to manage them and offering appropriate support to individuals when they are in crisis.

This unit contains three elements:

46.1   Promote a safe working environment for youth work

46.2   Work with young people to assess and manage risk

46.3   Assist individuals to take action when they are distressed

Linked units

STL3   Help to keep children safe

STL45   Promote children's well-being and resilience

Origin of this unit

This unit is taken from the National Occupational Standards in Youth Work where it appears as unit YW D4.

STL46   Work with young people to safeguard their welfare

46.1   Promote a safe working environment for youth work

Performance criteria

You need to:

P1   identify which **organisational policies and procedures** are relevant to your role

P2   work in accordance with legal requirements and organisational policies and procedures

P3   ensure that your personal conduct promotes the **safety** of yourself and other people

P4   identify those working practices in any part of your role which could harm yourself or other people

P5   deal with hazards and practices with low**risks** in accordance with organisational policies and legal requirements

P6   report those hazards and practices that present a high risk, and suggestions for reducing risk, to the **responsible people** in your organisation

Notes on 46.1:

a   **organisational policies and procedures**: health and safety, child protection

b   **safety**: physical safety, emotional safety

c   **risks** resulting from: unsafe behaviour, environmental factors, working practices which do not conform to laid-down policies, the use and maintenance of machinery or equipment

d   **responsible people**: those responsible for health and safety, child protection

STL46   Work with young people to safeguard their welfare

46.2 Work with young people to assess and manage risk

Performance criteria

You need to:

P1   ensure that young people know the **organisation's procedures for safeguarding their welfare**

P2   work with young people to identify the **hazards** in youth work environments, and their associated **risk**

P3   agree with young people clear and concise **safety**ground rules for youth work

P4   actively encourage young people to be responsible for their own safety and that of others

P5   ensure that agreed ground rules and practice are within organisational procedures for safety

P6   work with young people to identify all potentially risky situations outside the youth work setting

P7   assist young people to develop safe practices which are in keeping with their abilities and with the relevant safety procedures

P8   work with young people to identify sources of support and actions they can take to deal with the risks they have identified

Notes on 46.2:

a   **organisation's procedures for safeguarding their welfare**: health and safety, child protection procedures

b   **hazards**: something with the potential to cause harm such as in activities, unhealthy and unsafe aspects of the environment, equipment and materials, unhealthy and unsafe practices, young people's or adult's behaviour

c   **risk**: the likelihood of the hazard's potential being realised, affecting eg. physical health and safety, emotional welfare

d   **safety**: physical safety, emotional safety

STL46   Work with young people to safeguard their welfare

46.3 Assist individuals to take action when they are distressed

Performance criteria

You need to:

P1   recognise signs of young people's willingness or need to speak with you

P2   create a relationship of openness and trust through the use of effective listening techniques

P3   encourage the young person to explain their distress without pressurising them to discuss or disclose more than they want, need or are able to

P4   respond sensitively to the young person's need for comfort, within organisational procedures

P5   respect the young person's need for confidentiality within the organisation's procedures about disclosure

P6   identify sources of**immediate support**

P7   help the young person to identify options and decide on a course of immediate action

P8   agree**process for supporting and monitoring progress** with the young person, in line with organisational and legal procedures

P9   record and report your action appropriately

Notes on 46.3:

a   **individual crises**: related to relationships, health, finances, legal or illegal activities

b   **immediate support**: may include support from family and friends, sources of specialist information, statutory and voluntary agencies

c   **process for supporting and monitoring progress**: may be formal or informal, internal to your work setting, handing over responsibility to specialist agency

STL46   Work with young people to safeguard their welfare

Knowledge and understanding

You need to know and understand:

K1   organisational policies and procedures on health and safety and child protection

K2   the specific workplace policies covering your job role

K3   safe working practices for your own job role

K4   the importance of personal conduct in maintaining the safety of yourself and others

K5   your scope and responsibility for identifying and rectifying risks

K6   organisational procedures for handling risks which you are unable to deal with

K7   why self-worth and self-esteem are important to young people as they manage the risk in their lives

K8   why young people should be encouraged to take responsibility for their own safety

K9   how to negotiate and agree safety ground rules for youth work with young people and encourage young people to develop ground rules for themselves

K10   common types of hazards inside the youth work environment, and their associated risk to young people

K11   common types of hazards and associated risk outside the youth work environment

K12   sources of advice and guidance on risks to young people and how to deal with them

K13   why it is important to listen and respond to young people's distress

K14   signs which indicate an individual's willingness or need to speak with you

K15   listening techniques such as summarising, paraphrasing, checking out, etc.

K16   organisational procedures about confidentiality and reportable disclosures

K17   organisational procedures on appropriate behaviour when supporting people in distress, with particular reference to the protection of young people from abuse

K18   sources of support/contact for particular (specialist) situations

K19   organisational procedures for dealing with reportable disclosures

STL47   Enable young people to be active citizens (YW A3)

UNIT SUMMARY

Who is this unit for?

This unit is for those who support pupils in citizenship lessons and/or community-based activities.

What is this unit about?

This unit is about working with young people to enable them to investigate and understand the issues within their communities and their role within their community. It is about helping them to identify their power for action and enabling them to present their ideas and views to others.

This unit contains two elements:

47.1   Assist young people to understand their communities and their own role within them

47.2   Enable young people to communicate their views and interests to others, and to negotiate and influence people and situations

Origin of this unit

This unit is taken from the National Occupational Standards in Youth Work, where it appears as unit A3.

STL47 Enable young people to be active citizens

47.1 Assist young people to understand their communities and their own role within them

Performance criteria

You need to:

P1   enable young people to identify clearly the various **communities** within which they live

P2   work with young people to identify local issues of importance to them

P3   create opportunities for young people to explore **wider issues** affecting them and their communities

P4   assist young people to recognise their roles, rights and responsibilities as individuals and in their communities

P5   assist young people to identify and appreciate differing views of**groups and individuals** within their communities

P6   enable young people to understand **decision making processes** within their communities

P7   enable young people to identify potential**points of influence** within the community

P8   assist young people to identify and develop their influencing skills

P9   enable young people to understand the effect of their actions on other groups and individuals within the community

Notes on 47.1:

a   **communities**: may include social, employment, educational, ethnic, religious

b   **wider issues**: issues related to youth work and other issues, local and national issues

c   **groups and individuals**: may be related to culture, religion, interest, formal and informal groups, community groups based on locality or common interest, new or well established, groups experiencing disadvantage, discrimination or oppression

d   **decision making processes**: formal and informal, local and wider based

e   **points of influence**: formal and informal, with individuals and groups

STL47   Enable young people to be active citizens

47.2 Enable young people to communicate their views and interests to others and to negotiate and influence people and situations

Performance criteria

You need to:

P1   work with young people to identify and confirm the position and views that they wish to present, and the people they want to present to

P2   work with young people to develop a clear articulation of their position and views

P3   agree with young people what support they will need when presenting their position and views

P4   work with young people to ensure that**presentations** are realistic and meet requirements set by **others**

P5   enable young people to explain, ask and answer questions and negotiate their position and view

P6   agree processes and success criteria and monitor progress with young people

P7   work with young people to review and act on outcomes of their presentation

Notes on 47.2:

a   **others**: may include decision makers, people inside and outside their own organisation, formal and informal groups

b   **presentations**: for individuals, groups; formal, informal; written, verbal

STL47   Enable young people to be active citizens

Knowledge and understanding

You need to know and understand:

K1   different types of communities

K2   internal and wider issues affecting young people in their communities

K3   roles, rights and responsibilities of individuals and groups in relation to communities and society

K4   legal requirements, equal opportunities and anti-discriminatory practice

K5   the way in which special interest groups such as young people interact with other special interest groups within the community

K6   decision-making processes in various communities

K7   why it is important to build young people's confidence in their ability to influence the situations in which they operate

K8   how to assist young people to develop and use a range of influencing skills

K9   assertiveness and confidence building techniques

K10   why it is important to encourage young people to develop and present their views and needs themselves

K11   a range of methods for developing a presentation or business case

K12   a range of sources of information (eg. grant application guidelines, needs analyses, own and organisational objectives) which could be used when developing presentations or business cases

K13   what kinds of skills young people may be able to contribute in preparing presentations or business cases

K14   the aims, objectives and values of the young people and those of the decision makers

K15   how to enable young people to make effective presentations

K16   how to work with young people to build their negotiation skills

K17   how to review the outcomes of presentations

STL48 Support young people in tackling problems and taking action (YW A4)

UNIT SUMMARY

Who is this unit for?

This unit is for those who support young people in action planning to tackle problems. It may be suitable for those who support citizenship and/or enterprise education or those who have a pastoral support role in schools.

What is this unit about?

This unit is about enabling groups of young people to take responsibility for detailed planning, negotiation and prioritising their actions. It is about enabling young people to turn their plans into action, working with them to monitor progress and modify plans as required, and, finally, to identify what they have learned and consider their next steps.

This unit contains three elements:

48.1 Enable young people to tackle problems and plan action to achieve their goals and aspirations

48.2 Enable young people to take action based on their plans

48.3 Enable young people to reflect on and learn from their actions

Linked units

STL50 Facilitate children and young people's learning and development through mentoring

Origin of this unit

This unit is taken from the National Occupational Standards in Youth Work, where it appears as unit A4.

STL48   Support young people in tackling problems and taking action

48.1 Enable young people to tackle problems and plan action to achieve their goals and aspirations

Performance criteria

You need to:

P1   work with young people to identify and agree their**goals** for action

P2   encourage young people to identify a range of practical options for achieving their goals

P3   enable young people to consult other**interested parties** to decide which are the most feasible options for meeting their goals

P4   assist young people to establish the merits of each identified option

P5   where possible, ensure young people define how they will measure the success of their chosen options for action

P6   agree plans for achieving young people's chosen options which are realistic within the **constraints** that apply

P7   ensure young people have, or can develop, the**skills** they will need in order to implement their plan

P8   encourage young people to identify**opportunities** to develop the skills needed to implement their plan

P9   ensure that young people address, where they can, their individual and collective aspirations and development needs in the plan

Notes on 48.1:

a   **goals**: individual, group; emotional, spiritual, cognitive, physical; knowledge and skill

b   **interested parties**: young people, resource providers, carers

c   **skills**: may include technical skills, administration, interpersonal skills

d   **opportunities**: formal and informal, training, coaching, opportunities to practise

e   **constraints**: these may include resource availability, organisational policy, group values and policy

STL48   Support young people in tackling problems and taking action

48.2 Enable young people to take action based on their plans

Performance criteria

You need to:

P1   ensure that young people develop plans which are **realistic and rigorous**

P2   assist young people to identify and agree individual and collective responsibilities for implementing their plans

P3   ensure that young people consider and agree the effects of their planned actions on other groups and individuals

P4   agree with young people clear **boundaries** for the action plan

P5   work with young people to give them maximum freedom of action within agreed boundaries of their plan

P6   ensure that young people monitor the progress of their plan during implementation

P7   ensure that young people **communicate effectively** with groups and individuals affected by their action

P8   support young people to identify needed changes to their plans and implement them

P9   offer information, advice and feedback which will further the progress of young people's action

Notes on 48.2:

a   **realistic and rigorous**: with clear objectives, timescales, resources, roles and responsibilities

b   **boundaries**: may include legal guidelines, organisational policies and guidelines, youth work values, boundaries agreed with groups affected by their actions

c   **communicate effectively**: regularly, sensitively, in ways which maintain mutual respect

STL48   Support young people in tackling problems and taking action

48.3 Enable young people to reflect on and learn from their actions

Performance criteria

You need to:

P1   create environments and**times** where young people can reflect on their experiences

P2   consistently encourage young people to**review** their experience of implementing their plan and taking action

P3   enable young people to identify and develop skills in reflecting on and learning from their own experience

P4   enable young people to measure their action against the agreed action plan and review the effects of their action on others

P5   help young people to identify**achievements** and deal with perceived failures

P6   explain and promote the benefits of ongoing learning

P7   enable young people to identify how they can use their learning in other aspects of their lives

P8   enable young people to develop clear and achievable aims and goals for future action based on their learning

Notes on 48.3:

a   **times for review and reflection**: during implementation of their plan, after implementation

b   **review**: through individual reflection, through group discussions and activities

c   **achievements**: ability of group to take action, learning and development of group members, progress against aims and objectives

STL48 Support young people in tackling problems and taking action

Knowledge and understanding

You need to know and understand:

K1 why it is important to encourage young people to evaluate options

K2 sources of information and advice which young people can use to aid evaluation of options

K3 techniques for evaluating options

K4 techniques for measuring success

K5 how to set realistic objectives and measure their achievement

K6 how to use problem-solving techniques to plan activities

K7 how to develop and present plans

K8 organisational guidelines and procedures which apply to the proposed solutions and planning process

K9 sources of training/coaching in skills needed by young people to implement their plans

K10 legal and statutory frameworks, requirements of funding organisations

K11 the law relating to the rights of young people, particularly child protection legislation, health and safety regulations

K12 why it is important for action to have realistic goals and be properly planned

K13 a range of tools and techniques to enable detailed planning

K14 why it is important to involve affected groups and individuals in the planning

K15 needs, rights and values of other groups

K16 a range of monitoring and evaluation techniques which can be used by young people

K17 a range of communication strategies and techniques which young people can use

K18 organisational constitution and policies, legislation and health and safety requirements

K19 why it is important to encourage young people to reflect on their own experiences and draw their own learning from them

K20 how to create an environment where it is safe to talk openly and honestly about experiences, learning and aspirations

K21 a range of facilitation, communication and listening skills

K22 a range of reviewing techniques which young people can use

K23 how to review achievements against plans

K24 how to enable young people to link their learning from action to other parts of their lives

K25 how to develop further goals based on learning

STL49 Support children and young people during transitions in their lives

UNIT SUMMARY

Who is this unit for?

This unit is for those who work with others to support children or young people to recognise and cope with significant transitions in their lives.

What is this unit about?

This unit is about working with children or young people to identify significant transitions that may be occurring or are about to occur in their lives and providing support to enable them to manage them in a positive manner.

Transitions are defined as any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement and divorce. Such transitions may be known and planned for or unexpected and unplanned.

This unit contains two elements:

49.1   Recognise and respond to signs of transitions

49.2   Support children and young people to manage transitions in their lives

Linked units

STL2   Support children's development

STL38   Support children with disabilities or special educational needs and their families

STL49 Support children and young people during transitions in their lives

Glossary of terms used in this unit

Appropriate person

this will be defined in organisational procedures and is likely to be a supervisor or line manager. If abuse is suspected, there will be a designated person who has responsibility in this area

Transition

any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement and divorce.

STL49   Support children and young people during transitions in their lives

49.1 Recognise and respond to signs of transitions

Performance criteria

You need to:

P1   build open and honest relationships with children or young people using language appropriate to their age and stage of development

P2   provide opportunities for children or young people to explore and discuss significant events and experiences that may impact on them

P3   identify signs of concern or distress in children or young people which may relate to a transitional experience

P4   recognise and take account of any signs of change in the attitude and behaviour of individual children or young people

P5   explain clearly to children or young people what information you may have to share with others and why

P6   share information and concerns about children or young people with the appropriate person

P7   contribute to planning how to support children or young people to manage transitions in a positive way

P8   confirm with the appropriate person the boundaries and protocols that govern your role in supporting children or young people through transitions

STL49   Support children and young people during transitions in their lives

49.2 Support children and young people to manage transitions in their lives

Performance criteria

You need to:

P1   provide structured opportunities for children or young people to explore the effects of transitional experiences on their lives

P2   listen actively and respond constructively to any concerns

P3   explain situations fully and accurately, setting out what is happening and, if possible and appropriate, the reasons for the changes

P4   encourage questions and check for understanding

P5   provide support in a timely way to help children or young people to manage the transition and reach a positive outcome

P6   support children or young people to find ways to manage change positively and encourage them to recognise and build on their strengths

P7   make effective links with others within your own or other organisations, according to your role, should further support be necessary

P8   record any actions taken using agreed organisational procedures

P9   comply with legal, organisational and ethical requirements relating to the exchange of information

STL49   Support children and young people during transitions in their lives

Knowledge and understanding

You need to know and understand:

K1   transitions can be:
   a   emotional, affected by personal experiences, eg. bereavement
   b   physical, eg. moving to a new educational establishment, a new home/locality
   c   intellectual, eg. moving from nursery to primary, or primary to secondary school
   d   physiological, eg. puberty, long-term medical condition

K2   the effects that transitions can have on the development of children and young people
   a   behavioural
   b   emotional
   c   intellectual
   d   physiological

K3   the signs and indications that a child or young person is going through a particular transition

K4   the importance of building and maintaining trusting relationships with children and young people during transitions, and how to do this

K5   transitions can be a positive as well as a negative experience in the lives of children and young people

K6   how the impact of culture, religion, personal beliefs, gender, stage of development and previous experiences may affect a child or young person's approach to transitions

K7   the importance of providing appropriate support to children and young people during key transitions in their lives and mechanisms for doing this

K8   the kind of support that can be offered by your own organisation and by other agencies

K9   the nature and boundaries of your role in supporting children or young people experiencing transitions and how this relates to the role of others within and outside of the setting

K10   the importance of working within the boundaries of your role and competence and when you should refer to others

K11   how to enable children or young people to explore their concerns about transitions in a positive and non-threatening manner

K12   the importance of respecting the rights of individual children and young people in all interactions with them

K13   how you recognise and manage your own negative feelings, eg. helplessness and feelings of inadequacy

K14   the kind of information that may be appropriate to exchange with other agencies (eg. educational records)

K15   why it is important to observe confidentiality protocols when exchanging information and why it is important that the child or young person is made aware of those protocols

K16   the kind of situation when confidentiality protocols must be breached

K17   legal, organisational and ethical requirements relating to information gathering, storage and exchange, including:

a   the Data Protection Act

b   confidentiality protocols and procedures

STL50 Facilitate children and young people's learning and development through mentoring (LDSS 9)

UNIT SUMMARY

Who is this unit for?

This unit is for those who act as mentors to children or young people in a formal or informal capacity. In the context of working in schools this unit would be suitable for support staff who contribute to the pastoral care of pupils, including mentoring individuals or small groups under the direction of a teacher.

What is this unit about?

This unit is about the role of individuals who facilitate children and young people's learning and development through mentoring. It is about providing support for the learning process rather than the assessment and teaching of pupils.

This unit contains four elements:

50.1 Identify the learning and development needs of children and young people

50.2 Plan with children and young people how learning and development needs will be addressed through mentoring

50.3 Mentor children and young people to achieve identified outcomes

50.4 Review the effectiveness of mentoring with children and young people

Linked units

STL48 Support young people in tackling problems and taking action

Origin of this unit

This unit originated from unit F314 of the National Occupational Standards in Community Justice developed by Skills for Justice. It is also part of the National Occupational Standards in Learning, Development and Support Services for Children, Young People and those who care for them, where it appears as unit 9. The LDSS unit (as used here) has been tailored to remove references to offending behaviour.

STL50   Facilitate children and young people's learning and development through mentoring

50.1 Identify the learning and development needs of children and young people

Performance criteria

You need to:

P1   create opportunities for the child/young person to identify and use their prior experience and learning to inform their learning and development

P2   identify jointly and agree the child/young person's

   a **learning and development needs**

   b capabilities

   c aspirations

P3   agree ways of best meeting the child/young persons' identified

   a learning and development needs

   b capabilities

   c aspirations

P4   negotiate effective child/young person development through identifying the child/young persons' preferred learning styles and **learning contexts**

P5   support the child/young person to assess their own strengths and weaknesses and the relationship of these to learning and development

P6   encourage the child/young persons' motivation and self-confidence throughout

P7   complete records correctly and store them in a safe place

Range

1.   **Learning and development needs**
   a   vocational
   b   personal

2.   **Learning contexts**
   a   work-based learning
   b   hobbies/leisure interests
   c   voluntary work
   d   paid work

STL50   Facilitate children and young people's learning and development through mentoring

50.2 Plan with children and young people how learning and development needs will be addressed through mentoring

Performance criteria

You need to:

P1   discuss with the child/young person their understanding of the purpose of action planning

P2   negotiate with the child/young person a format for appropriate and adaptable action planning, and agree the level of confidentiality of the plan

P3   enable the child/young person to clearly identify their**goals** and achievable targets and decide on the **key stages** in implementing their courses of action

P4   identify unrealistic goals and expectations and suggest possible constructive modifications

P5   explore barriers to implementation with the child/young person and consider different ways of overcoming or minimising barriers

P6   identify within the action plan those actions which are to be carried out by the child/young person and those which are the responsibility of others

P7   negotiate and agree the involvement of others who are critical to the success of the action plan

P8   negotiate and agree a process for reviewing the action plan and progress

P9   clarify respective roles and expectations within the mentoring relationship

P10   explain the limits of the support available to the child/young person and why these are there

P11   complete records correctly and store them in a safe place

Range

1.   **Goals**
     a   single goals
     b   multiple goals

2.   **Key stages**
     a   short-term
     b   long-term

STL50   Facilitate children and young people's learning and development through mentoring

50.3 Mentor children and young people to achieve identified outcomes

Performance criteria

You need to:

P1   act in a way which is welcoming to and of the child/young person, is non-judgemental and respects their circumstances, feelings, priorities and rights

P2   allocate sufficient time to interacting with the child/young person

P3   encourage the child/young person to
- a   feel comfortable to explore and express issues and concerns, and make comments at their own pace
- b   ask questions
- c   express their personal beliefs and preferences, wishes and views except where these adversely affect the rights of others

P4   communicate with the child/young person throughout the process in a manner which
- a   is appropriate to them
- b   encourages an open exchange of views and information
- c   minimises any constraints to communication
- d   is free from discrimination and oppression

P5   give appropriate support to the child/young person before, during and after an agreed course of action is implemented

P6   suggest additional or alternative **resources** when these are necessary to meet the child/young person's needs

P7   select **information** and resources which are appropriate to the needs of the child/young person

P8   check the child/young person's understanding of information you provide

P9   provide the child/young person with timely and constructive feedback in a positive manner

P10   provide regular opportunities to the child/young person to review the progress of the mentoring

Range

1. **Resources**

    a   from your own agency

    b   from other agencies

2. **Information**

    a   verbal

    b   written

    c   electronic

    d   visual

STL50 Facilitate children and young people's learning and development through mentoring

50.4 Review the effectiveness of mentoring with children and young people

Performance criteria

You need to:

P1   identify **problems** and their critical features

P2   agree with the child/young person the priority of the problems

P3   explore with the child/young person the advantages and disadvantages of a range of courses of action

P4   check the child/young person's understanding of what is involved in each course of action

P5   agree objectives and a plan of action with the child/young person

P6   create opportunities for feedback and review with the child/young person

P7   identify, explore and resolve or agree points of disagreement in a manner that maintains an effective relationship

Range

1.   **Problems**
   a   within the mentoring relationship
   b   outside the mentoring relationship

Explanatory note

In range 1, problems outside the mentoring relationship may be cultural, environmental, social, personal or organisational

STL50   Facilitate children and young people's learning and development through mentoring

Knowledge and understanding

You need to know and understand:

Working with individual children/young people and groups

K1   strategies for effective communication and negotiation; how to give constructive feedback; what active listening is and what barriers to a child/young person's expression may exist

K2   learning styles and methods – what these are and how they differ between children and young people, ways of identifying a child/young person's learning needs, styles and methods

K3   how bias and stereotyping may occur within the learning and mentoring process; ways of combating them; impact of own attitudes, values and behaviour on work with children and young people and methods of monitoring that these are not adversely affecting work with children and young people

K4   methods for encouraging and maintaining a child/young person's motivation and self-esteem; ways to adapt approaches to meet the needs of the child/young person; problem-solving techniques such as lateral thinking, how to use them and how to encourage children and young people to develop these skills themselves

K5   children and young people's rights within the mentoring process (to confidentiality, to make decisions, etc.) and how to monitor that these are upheld

K6   how to assist children and young people's decision-making in ways that promote the child/young person's autonomy; factors and pressures which impact on children and young people's ability to make informed decisions; the range of relevant sources of information which can be accessed to support and assist children and young people; factors which may affect ability to access information

K7   formats for action plans, how to make action plans specific, measurable, achievable, realistic and time-bound (SMART); how prior achievements, experience and learning may influence current and future choices; methods of assessing realistic rates of progress and timescales for courses of action, how to encourage children and young people to review their plans in a way that encourages them to be realistic

K8   methods of reviewing and evaluating the effectiveness of mentoring, ways of effectively involving children and young people in the process

Working with children, young people and those who care for them

K9   the specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of this on the work

Working to improve agency practice

K10   the role of the school and its services and how they relate to other agencies and services in the children's sector

Working to improve child/young person practice

K11   own role and responsibilities and from whom assistance and advice should be sought if you are unsure

K12   any particular factors relating to the school's policies and practices which have affected the work undertaken

K13   how you have applied the principles of equality, diversity and anti-discriminatory practice to your work

K14   methods of evaluating your own competence, determining when further support and expertise are needed and the measures taken to improve your own competence in this area of work

K15   the options for working with children and young people which you considered and the reasoning processes you used in determining the most appropriate approach for the child/young person concerned

STL51   Contribute to improving attendance (LDSS 6)

UNIT SUMMARY

Who is this unit for?

This unit is for those who contribute to monitoring and improving pupil attendance.

What is this unit about?

This unit is about monitoring attendance to identify patterns of absence and lateness and working with families to find ways of helping the pupil to attend school more regularly..

This unit contains two elements:

51.1   Contribute to monitoring attendance

51.2   Contribute to processes and procedures for improving attendance

Origin of this unit

This unit is taken from the National Occupational Standards for Learning, Development and Support Services for Children, Young People and those who care for them, where it appears as unit 6.

STL51   Contribute to improving attendance

51.1   Contribute to monitoring attendance

Performance criteria

You need to:

P1   analyse records of attendance against organisational objectives and recommended targets

P2   collate and present attendance data for use by others

P3   identify patterns of absence for individual children and young people

P4   provide feedback to staff on attendance information and patterns

P5   keep accurate records of all action taken

51.2   Contribute to processes and procedures for improving attendance

Performance criteria

You need to:

P1   contact families and carers and conduct checks on reason for absence or lateness of children or young people

P2   work with families and carers to identify reasons for absence and possible ways of helping children and young people to attend more regularly

P3   notify families and carers formally of absence and advise them on the possible implications

P4   provide information to those working with individual children and young people in order to improve their attendance

P5   contribute to work with other staff and agencies to improve attendance of individual children and young people and at risk groups

P6   contribute to initiatives to raise awareness and improve attendance

P7   keep accurate records of all action taken

STL51   Contribute to improving attendance

Knowledge and understanding

You need to know and understand:

K1   legal responsibilities and limits of authority in relation to non-attendance

K2   roles and responsibilities of other agencies in matters of attendance

K3   relevant circulars and guidance on attendance

K4   recommended registration formats and ways of classifying absences

K5   components of attendance policies and best practice in relation to key issues in them

K6   alternative strategies and activities to promote attendance and how to support others to make use of them

K7   systems for electronic registration and how to access them

K8   how to gather, classify and collate attendance data for use by others

K9   ways of monitoring attendance against external targets and benchmarks

K10 the attitudes of children, young people, families and carers to attendance in formal learning and development contexts

K11 ways of developing positive attitudes to learning and attendance

K12 family, community and social factors likely to impact on levels of absence

K13 organisational recording systems and processes

STL52   Support children and families through home visiting (CCLD 331)

UNIT SUMMARY

Who is this unit for?

This unit is for those who work without direct supervision to offer support for families in their homes.

What is this unit about?

This unit is about visiting families in their homes to provide support for children or young people and their parents and families.

This unit contains three elements:

52.1   Establish, develop and maintain relationships with families

52.2   Provide support for families

52.3   Liaise with colleagues, professionals and agencies to support families

Linked units

STL38   Support children with disabilities or special educational needs and their families

STL60   Liaise with parents, carers and families

Origin of this unit

This unit is taken from the National Occupational Standards in Children's Care, Learning and Development, where it appears as unit CCLD331.

This unit is underpinned by the principles and values for the National Occupational Standards in Children's Care Learning and Development.

STL52   Support children and families through home visiting

Glossary of terms used in this unit

Families   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

Parents   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

STL52   Support children and families through home visiting

52.1 Establish, develop and maintain relationships with families

Performance criteria

You need to:

P1   initiate relationships with families by communicating in a respectful and professional manner, using preferred names and titles

P2   make arrangements to visit families at a time that is convenient to them, as agreed with the service

P3   clearly recognise the rights of families and your responsibilities when in their home

P4   negotiate and agree with families what action to take to facilitate understanding when communication difficulties are experienced

P5   demonstrate a non-judgemental attitude that values diversity and recognises cultural, religious and ethnic differences

P6   communicate with families using an open and welcoming approach that is likely to promote trust

P7   discuss confidentiality issues with families in a way which ensures discretion whilst making boundaries, limits and responsibilities clear

P8   discreetly observe interaction between family members and note any issues that may affect your relationship with the family

P9   ensure colleagues are aware of the details and arrangements of the visit

STL52   Support children and families through home visiting

52.2 Provide support for families

Performance criteria

You need to:

P1   help families explore their difficulties, identify and express their needs

P2   demonstrate empathy and sensitivity when encouraging families to discuss their family lives

P3   help families explore options and agree the type and level of support they require

P4   clearly identify and agree roles and responsibilities with families

P5   discuss and agree plans for providing support with family members and agree individual goals

P6   help families to access information, and provide support that enhances self-confidence and independence

P7   encourage families to develop personal support networks

P8   provide positive encouragement and recognition of families' efforts

P9   adapt and amend plans and agreements in line with families' changing circumstances

52.3 Liaise with colleagues, professionals and agencies to support families

Performance criteria

You need to:

P1   report progress with families to colleagues and managers regularly in accordance with agreed policy and practice

P2   inform families and seek their agreement to share information, within the boundaries of confidentiality and without compromising the well-being of children/young people

P3   ensure that information shared with others is accurate and recorded in line with organisational policy

P4   refer concerns about families to colleagues and other professionals in line with organisational policy and practice

P5   contribute to professional support for families within the boundaries of your role and in agreement with all concerned

P6   contribute to decisions about the continuation or withdrawal of formal support

STL52   Support children and families through home visiting

Knowledge and understanding

You need to know and understand:

K1   ways in which children and young people benefit through support for their parents and families

K2   how children and young people who themselves act as carers might be identified and supported

K3   how to communicate with families in a professional and respectful manner and why this is important to the development of relationships

K4   the importance of effective communication and where possible and appropriate using people who speak the home language of the family

K5   why it is important to arrange visits to suit families, what action to take if arrangements fail and the likely impact on the development of relationships

K6   why it is important to be clear about roles and responsibilities, boundaries and confidentiality

K7   the legal and organisational responsibilities regarding confidentiality, limits and boundaries and why these are important

K8   the ethical issues relating to home visits, families' rights and your responsibilities in relation to this

K9   why it is important to let colleagues know your visiting arrangements

K10   the purpose of visiting individual families and the level and type of support they are likely to require

K11   how you can encourage families to discuss their problems and concerns with you

K12   why it is important to plan and agree goals with families and how to approach this

K13   the type of information families may need to achieve their goals and likely sources of such information

K14   ways in which you can provide motivation and encouragement to individual family members

K15   the importance of supporting families in ways that enhance their self-confidence and how you would do this

K16   issues which may give cause for concern when home visiting and mechanisms for reporting these

K17   organisational and legal requirements of recording information

K18   why it is important to share with families the information you pass on with regard to home visiting

K19   roles and responsibilities of professionals and other agencies that may be involved in supporting families

K20   how to find out whether parents or other family members have a basic skills need in ways that are sensitive; how to work with them and signpost to sources of appropriate information

STL53   Lead an extra-curricular activity

UNIT SUMMARY

Who is this unit for?

This unit is for those who provide extra-curricular opportunities for children and young people to develop their skills and talents, eg. through sporting, musical, artistic, creative, intellectual or linguistic activities.

What is this unit about?

This unit is about leading an extra-curricular activity, such as a club, recreational activity, sports team or performing arts activity, under the direction of the school but with limited supervision.

This unit contains four elements:

53.1   Prepare children and young people for the activity

53.2   Introduce children and young people to the activity

53.3   Lead the activity

53.4   Maintain and encourage effective working relationships during the activity

Origin of this unit

This is a new unit developed specifically for supporting teaching and learning in schools. It is derived from unit D22 from the National Occupational Standards for Activity Leadership developed by SkillsActive but has been extended to cover a wider range of extra-curricular activities which might be provided for children and young people and is not directly transferable.

STL53 Lead an extra-curricular activity

Glossary of terms used in this unit

Aims	those which were set for the activity during the planning stage and agreed with the school
Inappropriate behaviour	behaviour which conflicts with the accepted values and beliefs of the school and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse
Children and young people	children or young people you work with
Environment	the area in which the activity takes place; this could be an indoor facility or an outdoor environment
Ethical	following the values statement for your area of work
Feedback	providing children and young people with information and guidance on what they are doing, learning and achieving
Key points	aspects of the activity that children and young people need to know and understand before starting, including:

- health and safety

- rules for behaviour

- skills and techniques

- use of equipment

- environmental protection

Physically and mentally prepared	participants being able to undertake the activity without unnecessary physical or emotional stress or risk of injury

STL53   Lead an extra-curricular activity

53.1 Prepare children and young people for the activity

Performance criteria

You need to:

P1   help the children/young people to feel welcome and at ease

P2   follow your school's procedures for checking the children/young people present

P3   make sure the children/young people's dress and equipment are safe and appropriate

P4   organise the children/young people so that you can communicate effectively with them

P5   explain the aims and content of the session to the children/young people

P6   find out if the children/young people have any relevant experience you could build on

P7   make sure the children/young people are mentally and physically prepared for the planned activities

53.2 Introduce children and young people to the activity

Performance criteria

You need to:

P1   explain and demonstrate key points to the children/young people, using methods appropriate to their age, stage of development and needs

P2   emphasise the importance of, and reasons for, these key points to the children/young people

P3   encourage the children/young people to ask questions

P4   answer the children/young people's questions helpfully and clearly

P5   check that the children/young people understand what you want them to do

P6   motivate the children/young people to take part without putting them under undue stress

STL53   Lead an extra-curricular activity

53.3   Lead the activity

Performance criteria

You need to:

P1   make sure the children/young people are following your instructions throughout the activity

P2   develop the activity at a pace suited to the children/young people and in a way that meets its aims

P3   give the children/young people clear and supportive feedback at appropriate points

P4   provide the children/young people with additional explanations and demonstrations when necessary

P5   encourage the children/young people to say how they feel about the activity and respond to their feelings appropriately

P6   vary the activity to meet new needs and opportunities

P7   encourage and support the children/young people to identify what learning they can transfer to areas of their school curriculum and/or other areas of their life

STL53   Lead an extra-curricular activity

53.4 Maintain and encourage effective working relationships during the activity

Performance criteria

You need to:

P1   communicate and interact with the children/young people in a way that is appropriate to their age, stage of development and needs

P2   establish and maintain a relationship with the children/young people consistent with the situation and ethical requirements

P3   give adequate attention to each child/young person in the group, according to their needs

P4   encourage effective communication and interpersonal skills between the children/young people

P5   encourage and support the children/young people to consider the impact of their behaviour on others, themselves and their environment

P6   highlight and praise types of behaviour that have a positive effect on the group as a whole

P7   identify and challenge inappropriate behaviour in a way that maintains the emotional welfare of the children/young people and follows agreed procedures

STL53   Lead an extra-curricular activity

Knowledge and understanding

You need to know and understand:

K1   the values or codes of practice relevant to the activity

K2   the requirements for health and safety that are relevant to the activity, eg. the school's health and safety policies and procedures, the Health and Safety at Work Act and requirements for activities in the scope of the national governing bodies for sports, where these are relevant

K3   the aims and content of the activity you are leading

K4   the plans for the activity you are leading, including health and safety procedures

K5   the impact that the activities you are leading could have on the environment and how to minimise this impact

K6   why recording attendance may be important in some contexts

K7   participant dress and equipment required for the activity you are leading

K8   the importance of being able to communicate clearly with children and young people according to their age, stage of development and needs

K9   how to communicate clearly with both individuals and groups of children and young people

K10   why it is important to explain the aims and content of the session

K11   why it is important to find out about children and young people's previous experience

K12   why children and young people may need to be mentally and physically prepared for the activity they will be involved in

K13   the methods you should use when preparing children and young people mentally and physically for the activities they will be involved in

K14   the key points that must be explained to children and young people before they begin the activity

K15   methods you can use to explain and demonstrate key points

K16   the importance of encouraging question-and-answer sessions

K17   the types of questions or problems that children and young people may have about the activity

K18   methods you can use to make sure children and young people understand what you want them to do

K19   situations in which you may need to give children and young people extra motivation

K20   different methods you can use to motivate children and young people without putting undue pressure on them

K21   how to supervise the children/young people during the activity

K22   when and when not to intervene in an activity

K23   the importance of the children and young people receiving clear and supportive feedback on what they have achieved

K24   how to gauge children and young people's feelings about activities and how to respond to these

K25   the importance of adapting your plans and methods to meet each child/young person's individual needs

K26   why and how you should support children and young people to transfer what they have learned to other contexts

K27   legal requirements and ethical codes that affect your relationship with children and young people

K28   why each child/young person should receive adequate attention

K29   ways of working that encourage communication and interaction between children and young people and between children and young people and yourself

K30   how to balance the needs of individual children/young people with those of the group as a whole

K31   the importance of encouraging children and young people to communicate and relate effectively with others

K32   types of behaviour that have a positive and negative effect on the group and why you should highlight these

K33   the school's policies for the care, welfare, discipline and attendance of children and young people, including the promotion of positive behaviour

K34   the agreed strategies for dealing with inappropriate behaviour

K35   methods and procedures for dealing with conflict

K36   the record-keeping procedures you must follow

STL54   Plan and support self-directed play (PW9)

UNIT SUMMARY

Who is this unit for?

This unit is for those who plan and support children or young people's self-directed play activities. It is suitable for those working in any kind of school setting, including secondary schools, and would be particularly suitable for those involved in extended services.

What is this unit about?

This unit is about identifying the play needs and preferences of children and young people, developing play spaces that will meet these needs and supporting children and young people during play.

This unit contains four elements:

54.1   Collect and analyse information on play needs and preferences

54.2   Plan and prepare play spaces

54.3   Support self-directed play

54.4   Help children and young people to manage risk during play

Linked units

STL10   Support children's play and learning

STL15   Support children and young people's play

Origin of this unit

This unit is taken from the National Occupational Standards in Playwork where it appears as unit PW9.

STL54   Plan and support self-directed play

Glossary of terms used in this unit

Affective play	play that involves the children or young people experiencing or experimenting with emotions, feelings and attitudes
Barriers to access	things that prevent or discourage children and young people from taking part in play provision. These may include physical barriers for disabled children, but could also include wider issues such as discrimination, lack of positive images, lack of culturally acceptable activities and customs, language barriers and many other factors that affect different communities
Children and young people	non-disabled and disabled children and young people in the age range four to six years, both girls and boys, from all cultures and backgrounds
Communication play	play using words, nuances or gestures, eg. mime, jokes, play acting, mickey-taking, singing, debate, poetry
Creative play	play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise, eg. enjoying creation with a range of materials and tools, for its own sake
Deep play	play which allows the child to encounter risky or even potentially life-threatening experiences, to develop survival skills and conquer fear, eg. leaping onto an aerial runway, riding a bike on a parapet, balancing on a high beam
Disabled children	children with impairments who experience barriers to accessing mainstream childcare and play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, and challenging and complex needs which may be permanent or temporary
Dramatic play	play which dramatises events in which the child is not a direct participator, eg. presentation of a TV show, an event on the street, a religious or festive event, even a funeral
Exploratory play	play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects, eg. engaging with an object or area and, either by manipulation or movement, assessing its properties, possibilities and content, such as stacking bricks

Fantasy play play which rearranges the world in the child's way, a way which is unlikely to occur, eg. playing at being a pilot flying around the world or the owner of an expensive car

Hazard something that may cause harm to the health, safety and welfare of users of the play setting, eg. broken glass, faulty play equipment, doors being left open that should be closed

Imaginative play play where the conventional rules which govern the physical world do not apply, eg. imagining you are, or pretending to be, a tree or ship, or patting a dog which is not there

Locomotor play movement in any and every direction for its own sake, eg. chase, tag, hide and seek, tree climbing

Mastery play control of the physical and affective ingredients of the environments, eg. digging holes, changing the course of streams, constructing shelters, building fires

Object play play which uses infinite and interesting sequences of hand–eye manipulations and movements, such as examination and novel use of any object, eg. cloth, paintbrush, cup

Permanent something that lasts, or is intended to last, for a long time

Play play is freely chosen, personally directed and intrinsically motivated

Play cues* facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play

Play cycle* the full flow of play from the first play cue from the child, its return from the outside world, the child's response to the return and the further development of play to the point where play is complete

Play frame* a material or non-material boundary that keeps the play intact

Play needs the individual needs of children to play

Play space any area that supports and enriches the potential for children to play

Risk the likelihood of a hazard actually causing harm; this will often be influenced by the age or stage of development of the children and young people involved

Role play	play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature, eg. brushing with a broom, dialling with a telephone, driving a car
Rough and tumble play	close-encounter play which is less to do with fighting and more to do with touching, tickling, gauging relative strength, discovering physical flexibility and the exhilaration of display, eg. playful fighting, wrestling and chasing where the children involved are obviously unhurt and give every indication that they are enjoying themselves
Social play	play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended, eg. any social or interactive situation which contains an expectation on all parties that they will abide by the rules or protocols, ie. games, conversations, making something together
Socio-dramatic play	the enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature, eg. playing at house, going to the shops, being mothers and fathers, organising a meal or even having a row
Symbolic play	play which allows control, gradual exploration and increased understanding, without the risk of being out of one's depth, eg. using a piece of wood to symbolise a person, or a piece of string to symbolise a wedding ring
Transient	not permanent

* Gordon Sturrock and Perry Else, 1998, The playground as therapeutic space: playwork as healing (known as "The Colorado Paper"), published in Play in a Changing Society: Research, Design, Application, IPA/USA, Little Rock, USA. Available as a PDF free of charge from www.ludemos.co.uk or info.ludemos@virgin.net.

STL54   Plan and support self-directed play

54.1 Collect and analyse information on play needs and preferences

Performance criteria

You need to:

P1   collect information on children and young people's play using a range of **methods**

P2   investigate and take account of the needs of children and young people who experience barriers to access

P3   analyse information to identify play needs

P4   consult with children and young people and take account of their ideas on play needs and preferences

P5   research and identify a range of play spaces and resources that will meet the play needs of children and young people

Scope

1.   **Methods**
       a   researching playwork theory and practice
       b   observing children and young people at play
       c   interacting with children and young people

STL54   Plan and support self-directed play

54.2 Plan and prepare play spaces

Performance criteria

You need to:

P1   plan**play spaces** that will meet the needs of children and young people and can be adapted by them to meet new needs

P2   make sure the play spaces provide for a range of different play types

P3   obtain the resources needed for these play spaces

P4   work within the available budget or find other creative ways of obtaining or making resources

P5   create the planned play spaces, involving children and young people wherever possible

P6   make sure that the range of play spaces will be accessible for all children and young people who could take part

P7   make sure the play spaces take account of health and safety requirements

Scope

1.   **Play spaces**
     a   for physical play
     b   for affective play
     c   transient
     d   permanent

STL54   Plan and support self-directed play

54.3 Support self-directed play

Performance criteria

You need to:

P1   encourage children and young people to choose and explore the range of **play spaces** for themselves, providing support when necessary

P2   leave the content and intent of play to the children and young people

P3   enable play to occur uninterrupted

P4   enable children and young people to explore their own values

P5   ensure children and young people can develop in their own ways

P6   hold children and young people's play frames when necessary

P7   observe play and respond to play cues according to the stage in the play cycle

Scope

1.   **Play spaces**
       a   for physical play
       b   for affective play
       c   transient
       d   permanent

STL54   Plan and support self-directed play

54.4 Help children and young people to manage risk during play

Performance criteria

You need to:

P1   allow children and young people to experience and explore risk during play

P2   identify **hazards** when they occur

P3   assess the risks that these hazards pose in a way that is sensitive to the nature of the children and young people involved

P4   raise children and young people's awareness of hazards and how to manage risk themselves

P5   balance the risks involved with the benefits of challenge and stimulation

P6   only intervene if the level of risk becomes unacceptable

Scope

1.   **Hazards**
     a   physical
     b   emotional
     c   behavioural
     d   environmental

STL54   Plan and support self-directed play

Knowledge and understanding

You need to know and understand:

K1   relevant playwork assumptions and values that apply to this unit

K2   the short- and long-term benefits of play

K3   the playworker's role in supporting play

K4   indicators/objectives you can use to evaluate play provision

K5   behavioural modes associated with play:
   a   personally directed
   b   intrinsically motivated
   c   in secure context
   d   spontaneous
   e   goalless
   f   where the content and intent is under the control of the children and young people

K6   the range of play types that are commonly accepted

K7   how to provide for the following play types:
   a   communication play
   b   creative play
   c   deep play
   d   dramatic play
   e   exploratory play
   f   fantasy play
   g   imaginative play
   h   locomotor play
   i   mastery play
   j   object play
   k   role play
   l   rough and tumble
   m   social play
   n   socio-dramatic play
   o   symbolic play

K8   the mood descriptors associated with play and how to recognise these:

   a   happy

   b   independent

   c   confident

   d   altruistic

   e   trusting

   f   balanced

   g   active or immersed

   h   at ease

K9   the main stages of child development and how these affect children's play needs and behaviours

K10   the particular needs of disabled children and how these need to be met when planning for and supporting play, including helping them to manage risk

K11   why it is important to identify children and young people's play needs and preferences

K12   the types of information you can use to identify play needs and preferences and how to access these

K13   the barriers to access, including disability but taking account of others, that some children and young people may experience and how to address these

K14   why it is important to consult with children and young people on play needs and preferences

K15   effective methods of consulting with children and young people

K16   the range of different types of play spaces that can meet children and young people's needs and preferences

K17   how to plan play spaces that meet children and young people's play needs

K18   why it is important to create spaces that children and young people can adapt to their own needs

K19   how to obtain and/or create resources needed for a range of play spaces

K20   how to involve children and young people in the creation of play spaces

K21   the importance of access for all children and how to ensure this happens

K22   the health and safety requirements that are relevant to play spaces and how to ensure you take account of these

K23   why it is important for children and young people to choose and explore play spaces for themselves

K24   the types of support you may need to provide and how to decide when it is appropriate to provide support

K25   why it is important to leave the content and intent of play to children and young people

K26   why it is important to allow play to continue uninterrupted

K27   why it is important to allow children to develop in their own ways and not to show them 'better' ways of doing things when they are playing unless they ask

K28   the main stages of the play cycle

K29   how to define a play frame

K30   how to identify play cues

K31   how to identify when and how to respond to a play cue

K32   why risk is important in play and how to encourage and support acceptable risk-taking

K33   levels of risk acceptable according to organisational policies and procedures

K34   the range of hazards that may occur during children's play and how to recognise these

K35   the basic stages of child development and the implications these have for levels of risk

K36   how to assess risk according to age and stage of development

K37   the importance of balancing risk with the benefits of challenge and stimulation

STL55 Contribute to maintaining pupil records

UNIT SUMMARY

Who is this unit for?

This unit is for those who contribute to maintaining pupil records. It involves working under the direction of relevant people to contribute to maintaining individual records and the record-keeping system.

What is this unit about?

This unit is about contributing to the maintenance of pupil records by updating individual records as agreed with the teacher or other relevant person within the school, and helping to maintain the record-keeping system.

This unit contains two elements:

55.1 Collect and input pupil data

55.2 Contribute to maintaining the record-keeping system

STL55 Contribute to maintaining pupil records

Glossary of terms used in this unit

Concerns	any issues arising that you are unable to resolve in relation to:

- the validity of information
- the reliability of information
- the sufficiency of information
- the wider implications of the information (eg. attendance patterns, child protection concerns)

Confidentiality   only providing information or access to records to those who are authorised to have it

Pupil records   the information about pupils that is recorded and stored by the school, such as:

- activity records, eg. in relation to programmes of study, schemes of work, project plans, pupil assignments
- assessment records
- pupil progress records and reports
- out-of-school activities, eg. educational visits, work experience
- registers, eg. for attendance, school meals

Record-keeping system   the system for updating, filing, storing and accessing pupil records. Record-keeping systems may be class-based, department-based and/or school management information systems. The system(s) used may be paper-based or electronic

Relevant people   people with or for whom you work in maintaining pupil records. This includes, eg. teachers, heads of subjects/year groups, special educational needs coordinator, programme coordinator, senior manager and/or office staff

STL55   Contribute to maintaining pupil records

55.1   Collect and input pupil data

Performance criteria

You need to:

P1   confirm your role and responsibilities for helping to maintain pupil records with relevant people

P2   confirm and clarify your understanding of the purpose and nature of the pupil records and the requirements for maintaining them

P3   obtain the information needed to update pupil records from valid and reliable sources, as agreed with the relevant people

P4   raise any concerns you have about the information with the relevant people

P5   update the pupil records at agreed time intervals

P6   ensure that your agreed contributions to pupil records are accurate, complete and up-to-date

P7   maintain confidentiality according to organisational and legal requirements

P8   report any difficulties in maintaining the relevant pupil records to the relevant people

55.2   Contribute to maintaining the record-keeping system

Performance criteria

You need to:

P1   return pupil records promptly to the correct place after use

P2   comply with the school requirements for storage and security of pupil records at all times

P3   promptly report any actual or potential breaches to the security of pupil records to the appropriate person

P4   comply with organisational and legal requirements for confidentiality of pupil records

P5   contribute to reviewing the record-keeping system when required

P6   make suggestions for improving the record-keeping system to the appropriate person

STL55   Contribute to maintaining pupil records

Knowledge and understanding

You need to know and understand:

K1   the school's record-keeping policy, including confidentiality requirements

K2   the range, nature and purpose of pupil records kept by the school

K3   the roles and responsibilities within the school for maintaining pupil records

K4   that different types of information exist (eg. confidential information, personal data and sensitive personal data) and appreciate the implications of those differences

K5   the sorts of information included in the different types of record that you contribute to and where this information can be found

K6   what information to record, how long to keep it, how to dispose of records correctly and when to feedback or follow up

K7   how to collate relevant information about pupils either by completing paperwork or using information and communication technology (ICT) skills

K8   the importance of updating records on a regular basis and the frequency of updating needed for different types of record that you contribute to

K9   the importance of checking the validity and reliability of information and how to do this

K10   how to identify gaps in information and what action to take in relation to gaps in information

K11   the sorts of information which may indicate potential problems with individual pupils, eg. frequent absences or late arrival at school and/or lessons

K12   how to assess the relevance and status of information (eg. whether it is observation or opinion) and to pass it on when appropriate

K13   the importance of sharing information, how it can help and the dangers of not doing so

K14   who to share information with and when

K15   the basic principles underpinning current legislation and the common law duty of confidentiality and any legislation which specifically restricts the disclosure of certain information

K16   that the Data Protection Act can be a tool to enable and encourage information sharing

K17   that consent is not always necessary to share information. Even where information is confidential in nature, it may be shared without consent in certain circumstances (eg. where the child is at risk of harm or there is a legal obligation to disclose)

K18   the difference between permissive statutory gateways (where a provision permits the sharing of information) and mandatory statutory gateways (where a provision places a duty upon a person to share information) and their implications for sharing information

K19   the record-keeping system(s) and procedures used within the school, including the storage and security of pupil records

K20   the importance of reviewing the effectiveness of the record-keeping system and how you contribute to this

STL56   Monitor and maintain curriculum resources

UNIT SUMMARY

Who is this unit for?

This unit is for those who monitor and maintain curriculum resources to support teaching and learning.

What is this unit about?

This unit is about monitoring and maintaining resources to support curriculum delivery. It involves working with teachers and other relevant people to identify the resources required, maintaining supplies of resources, and carrying out routine maintenance and cleaning of resources. It does not, however, cover the specialist technical functions carried out by technicians, librarians and information and communication technology (ICT) professionals, which are covered in separate sets of national occupational standards.

This unit contains two elements:

56.1   Monitor and maintain supplies of curriculum resources

56.2   Organise and maintain curriculum resources

Linked units

STL7   Support the use of information and communication technology for teaching and learning

STL28   Support teaching and learning in a curriculum area

STL56 Monitor and maintain curriculum resources

Glossary of terms used in this unit

Curriculum	covers all forms of organised learning experienced across the curriculum, eg. area of learning in the foundation stage, broad areas of curricular experience and learning through play in the early years, thematically structured work in the primary phase, single subjects, vocational subjects and cross-curricular work in the 14–19 phase
Curriculum resources	materials, equipment (including ICT), software, books and other written materials, DVDs, etc., that are required to support teaching and learning in a subject/curriculum area
Delivery problems	includes non-receipt of orders, late delivery of orders, damaged items, missing items and/or incorrect items
Relevant people	those who use or manage curriculum resources including teachers, heads of departments, subject leaders, senior managers, bursar and other support staff
Specific requirements	particular requirements in relation to curriculum resources, such as:

- quality
- timescale
- special features
- cost
- linguistic demand
- cultural focus

Users	the people who will use the materials to support learning, including teachers, support staff and pupils

STL56   Monitor and maintain curriculum resources

56.1 Monitor and maintain supplies of curriculum resources

Performance criteria

You need to:

P1   liaise with teachers regarding their lesson plans and anticipated resource needs

P2   establish clear requirements for the range and quantity of curriculum resources needed to support curriculum delivery in your area of responsibility

P3   clarify and confirm any specific requirements in relation to the resources required

P4   carry out regular stock checks to monitor and maintain the availability of resources

P5   evaluate a range of possible resources and suppliers to meet future requirements

P6   identify the resources that provide best value in terms of suitability, cost and organisational requirements

P7   ensure that these resources meet the specific requirements of users

P8   obtain the correct authorisation to purchase resources

P9   order required stock in accordance with school procedures

P10 track and record orders and deliveries of resources

P11 take appropriate action in response to any delivery problems

P12 maintain accurate stock records using the appropriate documentation

P13 identify and report to relevant people any deficiencies in the availability of resources

P14 keep relevant people informed of stock availability and how to access resources

STL56   Monitor and maintain curriculum resources

56.2 Organise and maintain curriculum resources

Performance criteria

You need to:

P1   store stock safely and securely, ensuring effective stock rotation where appropriate

P2   make sure you have the necessary information about legal, regulatory and school requirements, and the manufacturers' instructions

P3   maintain a complete and accurate inventory of resources for which you are responsible

P4   carry out and record regular inspections of resources in line with legal, regulatory and organisational requirements

P5   carry out routine cleaning and maintenance of resources in accordance with school requirements and manufacturers' instructions where applicable

P6   ensure that the quality and quantity of resources is maintained

P7   inform relevant people when there is a problem with maintaining resources that is outside your area of responsibility or sphere of competence

P8   prepare resources for use as requested by authorised people

P9   ensure users are aware of relevant health and safety guidance when issuing resources

P10   dispose of waste and redundant resources safely and making maximum use of opportunities for recycling materials and equipment

P11   work safely at all times, complying with health, safety and environmental regulations and guidelines

P12   monitor the demand for and use of resources to identify areas for improving quality, supply and suitability

STL56 Monitor and maintain curriculum resources

Knowledge and understanding

You need to know and understand:

K1   the school's policy and procedures for obtaining and maintaining curriculum resources

K2   the range of curriculum resources for which you are responsible, their features and uses

K3   any legal and regulatory requirement for the use, storage and/or maintenance of the resources for which you are responsible

K4   the school's requirements for storage and security of curriculum resources

K5   where to get information and advice about curriculum resources, suppliers, and the use, maintenance and improvement of resources

K6   how to establish the range, quantity and specific requirements of curriculum resources required

K7   how to evaluate available resources and suppliers using agreed criteria

K8   how to record information about available resources and sources of supply

K9   the school's requirements for authorising purchases of curriculum resources

K10   why and how you should work to agreed timescales and budget for the supply of resources

K11   the school procedures for ordering materials and equipment

K12   how to track orders and deliveries and why it is important to do so

K13   what action you should take in response to delivery problems, eg. non-receipt, missing items, damaged items or incorrect items

K14 the importance of keeping accurate and complete records of the resources that you are responsible for

K15   how to identify and deal with hazardous materials and/or equipment

K16   how to manage materials with a limited shelf-life

K17   why and how you should carry out regular inspections of the resources you are responsible for

K18   how to carry out routine cleaning and maintenance of resources and equipment

K19   the importance of working within the boundaries of your role and competence and when you should refer to others

K20 how to prepare resources for use by pupils and/or teachers as required

K21   risk assessment procedures

K22   how to provide guidance to users to minimise risk associated with the use of resources

K23   the principles of sustainable development and the importance of recycling waste materials and redundant resources whenever possible

K24   how to dispose of waste materials and redundant resources safely and with due regard to recycling opportunities and sustainable development

K25   how to monitor demand for and use of curriculum resources and use this information to improve the quality, supply and suitability of resources

STL57 Organise cover for absent colleagues

UNIT SUMMARY

Who is this unit for?

This unit is for those who organise cover for absent colleagues on a day-to-day basis. The cover will be short term and consistent with the policy, regulations and code of practice that apply to your own country and workplace.

What is this unit about?

This unit is about organising cover when a teacher or support staff colleague normally responsible for teaching or supporting a particular class is absent from the classroom during the time they have been timetabled to teach/support. This includes absence which is known in advance (eg. where a colleague has a medical appointment or is undergoing professional development) and unexpected absence (eg. absence due to illness).

This unit contains two elements:

57.1   Arrange cover for absent colleagues

57.2   Monitor and review cover arrangements

STL57   Organise cover for absent colleagues

Glossary of terms used in this unit

Absence	may be known in advance (eg. where a colleague has a medical appointment or is undergoing professional development) or unexpected (eg. absence due to illness)
Appropriate person	this will be defined in organisational procedures and is likely to be a supervisor or line manager
Colleagues	teaching or support staff who are timetabled to teach/support groups of pupils
Cover	the term 'cover' refers to any occasion where a colleague normally responsible for teaching or supporting a particular class is absent from the classroom during the time they have been timetabled to teach/support
People to cover for absent colleagues	people available to cover for absent colleagues will depend on the policy, regulations and code of practice that apply to your own country and workplace, and may include: • cover staff employed by the school • support staff who provide cover supervision as part of a wider job role • supply staff • teaching staff (within agreed limits on providing cover for absent teachers)

STL57   Organise cover for absent colleagues

57.1   Arrange cover for absent colleagues

Performance criteria

You need to:

P1   maintain accurate and up-to-date records of known colleague absence

P2   implement agreed procedures for receiving and recording notification of unexpected absence

P3   confirm cover requirements with the appropriate person and seek clarification, where necessary, on any outstanding points and issues

P4   identify people to cover for absent colleagues according to the school's cover policy

P5   allocate cover to individuals on a fair basis, taking account of their skills, knowledge and understanding, experience and workloads

P6   confirm the availability of appropriate people to cover classes as required

P7   notify the appropriate person in the event of difficulties in organising cover for any class or group of pupils

P8   advise relevant people of the need to provide appropriate work for pupils who are being supervised, providing full details of the class or classes involved and the length of time for which cover is required

P9   provide information on cover arrangements in accordance with school procedures

P10   give clear, accurate and complete information to those providing cover as needed for them to work effectively

P11   offer help and advice to those providing cover when they ask for it, when this is consistent with your other responsibilities

P12   maintain accurate and up-to-date records of cover arrangements in accordance with agreed school procedures

STL57   Organise cover for absent colleagues

57.2 Monitor and review cover arrangements

Performance criteria

You need to:

P1   check the progress and quality of cover arrangements on a regular basis against the standard or level of expected performance

P2   provide prompt and constructive feedback to those involved in providing cover

P3   support those providing cover in identifying and dealing with any problems

P4   consult all relevant people about the effectiveness of cover arrangements

P5   identify and share information on opportunities for improvement in cover arrangements in a constructive manner

P6   work with all concerned to agree and implement improvements in cover arrangements

STL57   Organise cover for absent colleagues

Knowledge and understanding

You need to know and understand:

K1   the school's cover policy

K2   legislation, regulations, guidelines and codes of practice relating to cover arrangements in schools

K3   the importance of confirming/clarifying the cover required with the appropriate person and how to do this effectively

K4   which members of staff you should approach, and at what stage, to provide cover

K5   why it is important to allocate cover work on a fair basis and how to do so

K6   the importance of making sure that the requirement to provide cover is not at the expense of other elements of an individual's job

K7   the limits and restrictions on the amount of cover that can normally be expected by different members of staff

K8   the difference in cover supervision and specified work and who within and outwith the school you can call on to provide these as required

K9   when and how supply staff would be called on to cover for absent colleagues and your role in arranging supply cover

K10 who you should inform of any difficulties in organising cover

K11 who you should approach for appropriate work for pupils who are being supervised

K12 why it is important to brief people on the cover they have been allocated; what information they need and how to provide this information

K13 the sorts of situations where those covering classes may require help and advice and how you should respond to these

K14 effective ways of regularly and fairly checking the progress and quality of cover arrangements

K15 how to provide prompt and constructive feedback to those who contribute to cover arrangements

K16 the types of problems that may occur in providing cover and how to support people in dealing with these

K17 the importance of working within the boundaries of your role and competence and when you should refer to others

K18 the importance of consulting a wide range of interests, including pupils if appropriate, on the effectiveness of cover arrangements

K19 how to offer suggestions and ideas for improving cover arrangements in a constructive manner

K20 the importance of keeping accurate and complete records of cover requirements and arrangements made to meet these, and the school procedures for this

STL58   Organise and supervise travel (SkillsActive B228)

UNIT SUMMARY

Who is this unit for?

This unit is for those who organise travel involving children and young people with adult supervision, eg. for home-to-school travel, educational visits, field studies or sports fixtures.

What is this unit about?

This unit is about organising and supervising travel for children, young people and adults. Travel may be 'self-powered', eg. on foot or by bicycle, in an owned or hired vehicle, or by public transport.

This unit contains two elements:

58.1   Make travel arrangements

58.2   Supervise travel

Linked units

STL59   Escort and supervise pupils on educational visits and out-of-school activities

Origin of this unit

This unit is taken from the national occupational standards developed by SkillsActive, where it appears as unit B228.

STL58 Organise and supervise travel

Glossary of terms used in this unit

Children and young people
non-disabled and disabled children and young people in the age range four to 16 years, both girls and boys, from all cultures and backgrounds

Contingencies
things which may go wrong, eg. bad weather, accidents, failure of staff to attend as requested, etc.

Disabled people
people with impairments who experience barriers to accessing mainstream facilities. This includes people with physical and sensory impairments, learning and communication difficulties, medical conditions, or challenging and complex needs, which may be permanent or temporary

Self-powered
eg. on foot or by bicycle or canoe

STL58   Organise and supervise travel

58.1 Make travel arrangements

Performance criteria

You need to:

P1   plan**travel arrangements** that are appropriate to the requirements of the **journey** and needs of the **participants**

P2   plan travel arrangements that balance efficiency, cost-effectiveness, comfort and concern for the environment

P3   plan for likely contingencies

P4   plan travel arrangements that are safe and take account of the likely conditions during the journey

P5   provide the participants and members of staff involved with clear, correct and up-to-date information about the travel arrangements in good time

P6   ensure that the participants and staff are fully prepared for the journey

P7   follow all the relevant organisational and legal requirements for the journey

Scope

1.   **Travel arrangements**
     a   method of transport
     b   route
     c   departure and arrival times
     d   stages in the journey
     e   food and drink
     f   comfort and hygiene
     g   overnight accommodation
     h   supervision and support
     i   transport of equipment and belongings

2.   **Journeys**
     a   self-powered
     b   in a organisation/hired vehicle
     c   public transport

3.   **Participants**
     a   adults
     b   children and young people
     c   people with specific needs for travel

STL58 Organise and supervise travel
58.2 Supervise travel

Performance criteria

You need to:

P1   take reasonable action to ensure the timely departure and arrival of the participants

P2   maintain the safety of the participants during the journey

P3   ensure that equipment, belongings and any travel documents are safe and secure during the journey

P4   supervise the handling of equipment and belongings to avoid injury and damage

P5   take reasonable action to ensure that vehicles and attachments under your control, and control of these vehicles, conform to organisational and legal requirements

P6   deal with any difficulties during the journey in a way which maintains the safety, security, comfort and goodwill of the participants

P7   keep required records accurate and up-to-date

Scope

1.   **Journeys**
     a   self-powered
     b   in a organisation/hired vehicle
     c   public transport

2.   **Participants**
     a   adults
     b   children and young people
     c   people with specific needs for travel

STL58   Organise and supervise travel

Knowledge and understanding

You need to know and understand:

K1   the major factors to bear in mind when organising travel, especially those to do with the safety and security of participants

K2   resources and arrangements that may be necessary for disabled people

K3   travel arrangements which are appropriate to the range of participants, the range of journeys and the types of programme in which you are involved

K4   the importance of ensuring travel arrangements take account of likely conditions and how likely conditions may affect the types of arrangements

K5   the importance of providing participants and other staff with up-to-date and accurate information about travel arrangements in good time: what can go wrong if this is not done

K6   the preparations which both participants and members of staff would have to make for the range of journeys

K7   what kinds of contingencies might occur in the range of journeys and arrangements listed and what plans to make to take account of these

K8   the organisational and legal requirements which govern organising travel for participants

K9   what steps to take to ensure the safe and timely departure and arrival of participants

K10   the importance of ensuring the safety and welfare of participants during the journey and how to do so

K11   types of behaviour to discourage during the types of journeys listed and how to do so with the range of participants listed

K12   how to maintain the safety and security of equipment, belongings and travel documents during the types of journeys listed

K13   safe handling and storage techniques

K14   organisational and legal requirements for the condition and control of vehicles

K15   types of difficulties which might arise during the journey and how to deal with these

K16   guidelines and good practice concerning the parking of vehicles

K17   records which need to be kept and the importance of doing so

STL59 Escort and supervise pupils on educational visits and out-of-school activities

UNIT SUMMARY

Who is this unit for?

This unit is for those who escort and supervise pupils on educational trips and out-of-school activities, eg. home-to-school transport, accompanied travel between educational settings such as playgroup and school or school and college, cultural visits, field studies, or community-based projects.

What is this unit about?

This unit is about maintaining the health, safety and well-being of pupils when outside the school setting.

This unit contains two elements:

59.1   Escort pupils on visits and out-of-school activities

59.2   Supervise pupils on visits and out-of-school activities

Linked units

STL3   Help to keep children safe

STL58   Organise and supervise travel

Origin of this unit

This is a new unit developed specifically for supporting teaching and learning in schools. It is derived from unit PW5, Escort and supervise children and young people outside the play setting, from the National Occupational Standards in Playwork. However this unit has been changed to remove references to play settings and to reflect the context of working in the school sector and is not directly transferable.

STL59   Escort and supervise pupils on educational visits and out-of-school activities

Glossary of terms used in this unit

Modes of transport   travel may be on foot or by private or public transport

**Out-of-school
activities**   includes any off-site activity involving pupils, such as community-based projects, field studies, cultural visits, sports, recreation and outdoor activities

Visits   out-of-school visits, which may include:

- home-to-school transport
- local outings
- residential trips
- visits abroad

STL59   Escort and supervise pupils on educational visits and out-of-school activities

59.1 Escort pupils on visits and out-of-school activities

Performance criteria

You need to:

P1   collect required information on the pupils to be escorted

P2   make sure that everyone involved is aware of arrangements

P3   make sure that you, and other staff if appropriate, are at the meeting point at the agreed time and greet the pupils warmly

P4   escort the pupils in a safe manner using the agreed route and mode of transport

P5   make sure the pupils arrive at the destination on time and enter the relevant setting in a safe manner

P6   carry out the agreed procedures for pupils who are not at the agreed meeting point

59.2 Supervise pupils on visits and out-of-school activities

Performance criteria

You need to:

P1   make sure your information about travel arrangements is up-to-date and correct

P2   make sure the pupils are prepared for the visit or out-of-school activity

P3   make sure that all consent forms are complete

P4   maintain the safety of equipment and belongings during the visit or out-of-school activity

P5   maintain the safety, well-being and acceptable behaviour of the pupils during the visit or out-of-school activity

P6   make sure that first aid equipment is complete and meets organisational and legal requirements

P7   make sure the correct number of pupils are accountable throughout the visit or out-of-school activity

STL59 Escort and supervise pupils on educational visits and out-of-school activities

Knowledge and understanding

You need to know and understand:

K1 the major factors to bear in mind when organising travel, especially those to do with the safety and security of participants

K2 the value of different learning contexts, (eg. indoors, outdoors, visits)

K3 travel arrangements which are appropriate to the range of pupils, the range of journeys and the types of programme in which you are involved

K4 the importance of providing pupils, parents and carers, and other staff/helpers with up-to-date and accurate information about travel arrangements in good time and what can go wrong if this is not done

K5 the preparations which both pupils and members of staff would have to make for different types and duration of journeys

K6 what kinds of contingencies might occur in different types and duration of journeys and what plans to make to take account of these

K7 the organisational and legal requirements which govern organising travel for pupils

K8 why it is necessary to collect the correct and up-to-date information on pupils to be escorted

K9 the school's procedure for safe escorting of pupils outside the school

K10 why it is important to be at the designated meeting place on time

K11 the importance of a welcoming greeting for each pupil

K12 the importance of using the designated route

K13 how to assist in planning the safest route and what factors should be taken into account

K14 what you can do to ensure that pupils enter the destination setting in a safe manner

K15 the organisational and legal requirements for escorting pupils and using public and private transport

K16 the importance of ensuring the safe and timely departure and arrival of pupils and what steps you can take to achieve this

K17 the importance of ensuring the safety and welfare of pupils during the journey and how to do so

K18 the types of behaviour you should discourage during the visit or out-of-school activity

K19   how to maintain the safety and security of equipment, belongings and travel documents during the journey

K20   safe handling and storage techniques

K21   organisational and legal requirements for the condition and control of vehicles

K22   types of difficulties which might arise during the journey and how to deal with these

K23   guidelines and good practice concerning the conduct of educational visits and out-of-school activities

K24   records which need to be kept and the importance of doing so

STL60   Liaise with parents, carers and families

UNIT SUMMARY

Who is this unit for?

This unit is for those who come into contact with parents, carers and families of pupils with whom they work. It covers the individual's responsibility to ensure the professional integrity of their communications with parents, carers and families through contacts within or outside the school setting.

What is this unit about?

This unit is about establishing and maintaining effective relationships and communication with parents, carers and families about the care and education of their children as directed by the school.

This unit contains two elements:

60.1   Establish and maintain relationships with parents, carers and families

60.2   Facilitate information sharing between the school and parents, carers and families

Linked units

STL4   Contribute to positive relationships

STL20   Develop and promote positive relationships

STL60   Liaise with parents, carers and families

Glossary of terms used in this unit

Communication   the sharing of information, ideas, views and emotions with others by speaking, writing, signs, symbols, touch, actions, body language or through the use of equipment.

In the context of this unit communication may be:

- written
  - paper based
  - electronic
  - text message
- oral
  - face to face
  - telephone
- signing
- non-verbal

Communication differences   differences between individuals which may create barriers to effective communication between them. Communication differences may relate to:

- language
- sensory impairment
- speech, language or communication impairment
- cognitive abilities
- emotional state
- cultural differences

Confidentiality   only providing information to those who are authorised to have it

Contact   interactions with parents, carers and families that might be:

- face to face (eg. when parents deliver and collect their children to and from school, meeting parents in social settings within or outside the school)
- by phone (eg. when pupils forget to return response forms)
- in writing (eg. comments made in homework diaries, newsletters)

Parents   parents includes both mothers and fathers

STL60   Liaise with parents, carers and families

60.1 Establish and maintain relationships with parents, carers and families

Performance criteria

You need to:

P1   establish and maintain respectful and supportive professional relationships with parents, carers and families as appropriate to your role

P2   address parents, carers and other family members in a way that shows respect and with due regard to their values, beliefs and rights

P3   communicate with parents, carers and families at times, and using methods, agreed by the teacher and/or school

P4   adopt an open and welcoming approach that is likely to promote trust

P5   actively encourage the development of positive relationships with parents, carers and families

P6   demonstrate a non-judgemental attitude that values diversity and recognises cultural, religious and ethnic differences in all interactions with parents, carers and families

P7   promote confidence about the care and education of their children during contact and communications with parents, carers and families

P8   promptly report to the relevant person within the school any difficulties in maintaining effective working relationships with parents, carers or other family members

STL60   Liaise with parents, carers and families

60.2 Facilitate information sharing between the school and parents, carers and families

Performance criteria

You need to:

P1   give accurate and relevant information to parents, carers and families, which is:

    a   consistent with your role and responsibility within the school

    b   agreed with the teacher

    c   consistent with the confidentiality requirements of the setting

    d   presented in an understandable language

P2   refer requests for information beyond your role and responsibility to the relevant people within the school

P3   communicate with parents, carers and families in a way that is appropriate to their needs and preferences

P4   ensure that the timing, place and environment are as conducive as possible to effective communication

P5   work with parents, carers and families to overcome any communication differences

P6   recognise your own feelings, beliefs and values, and how these may affect the communication process

P7   recognise the feelings and wishes of parents, carers and families and how these may affect the communication process

P8   recognise when you need help or advice and seek this from appropriate sources

P9   encourage parents, carers and families to share information about their children to support the school in promoting their achievement and well-being

P10   confirm that there is a mutual understanding of any outcomes of the communication process, including the sharing of information with others

P11   pass on information given to you by parents, carers and other family members to the relevant member of staff within the school where appropriate

P12   ensure that parents', carers' and other family members' requests to see a teacher are dealt with in accordance with school policy and procedures

P13   follow agreed protocols and procedures for recording, storing and sharing information

STL60   Liaise with parents, carers and families

Knowledge and understanding

You need to know and understand:

K1   the school policies and procedures for communicating with parents, carers and families

K2   the school policy for confidentiality of information – who is entitled to pass on what information to whom

K3   the school's protocols and procedures for recording and sharing information

K4   the significance of the central role played by parents, carers and families in their children's welfare and development

K5   the importance and methods of establishing rapport and respectful, trusting relationships with parents, carers and families

K6   variations in family values and practices across cultural and other groupings, that practices also vary within such groups, and how to establish relationships with all parents, carers and families

K7   the benefits of day-to-day contact in establishing effective relationships

K8   the importance of using correct names and modes of address in showing respect for individuals

K9   the sorts of information which your role allows you to communicate to parents, carers and families

K10   the importance of working within agreed limits appropriate to your role and responsibilities when communicating with parents, carers and families and when to refer to others

K11   the importance of working in a facilitative and enabling way and how to do this

K12   the effects of environments and contexts on communication (particularly in institutional settings)

K13   how to recognise communication differences and difficulties, and identify the possible reasons for these

K14   how communication differences affect the communication methods that you use

K15   the communication difficulties which may be faced by parents, carers and families whose cultural and language background is different from the predominant culture and language of the setting

K16   the types of non-verbal cues that people give as part of communication (eg. facial expression, tone of voice, body language) and the way in which different cultures use and interpret body language in different ways

K17 the ways in which communication can be modified and altered for different needs, contexts and beliefs, including the understanding and communication preferences of parents, carers and families

K18 the importance of acknowledging your own feelings, beliefs and values and those of others as part of the communication process

K19 how communication may be misconstrued and the importance of checking understanding

K20 the reasons why communication may fail to develop or break down

K21 the sorts of difficulties that might arise when communicating with parents, carers and families, and who these should be reported to

K22 the sorts of information given by parents, carers and families that should be passed to others within the school, and the procedures for doing this

K23 the importance of confirming the outcomes of the communication process, including the information to be shared with others, and how to do this

K24 school policy and procedures for parents', carers' or other family members' access to teaching staff, including the headteacher or principal

STL61 Provide information to aid policy formation and the improvement of practices and provision (YW F1)

UNIT SUMMARY

Who is this unit for?

This unit is for those who contribute to policy review and the improvement of practices and procedures as a member of the school team.

What is this unit about?

This unit is about presenting information to aid the formulation of policies, plans and procedures, monitoring the operations of your part of the organisation in relation to objectives, and making suggestions about changes.

This unit contains two elements:

61.1   Provide information and advice to aid the development of strategies, policies, practice and provision

61.2   Collect and present information to aid monitoring, review and improvement of performance

Origin of this unit

This unit is taken from the National Occupational Standards in Youth Work where it appears as unit F1. It has been tailored to fit the context of the school sector but remains fully transferable.

STL61   Provide information to aid policy formation and the improvement of practices and provision

61.1 Provide information and advice to aid the development of strategies, policies, practice and provision

Performance criteria

You need to:

P1   engage in**consultation** about the content of policies, plans and procedures in good time

P2   present current, accurate and appropriate information to aid consultation

P3   prepare contributions to policy development which are informed by current and anticipated needs and aspirations of children/young people in an appropriate format

P4   make clear, relevant and constructive contributions to the development of policies, plans and procedures

P5   **communicate** the organisation's policies, plans and procedures in a form and manner appropriate to those concerned

P6   clearly interpret policies, plans and procedures to meet the requirements of different contexts, activities and initiatives

P7   accurately identify factors that block the implementation of policies, plans and procedures and offer advice as to how these can be overcome

P8   use policies, plans and procedures to establish clear, measurable**objectives and indicators of performance**

Notes on 61.1:

a   **consultation** can include written, verbal, formal, informal, exchanging ideas and perspectives, making decisions, making recommendations and suggesting appropriate phrasing of policies and plans

b   **communicate** may include communication with individuals and groups within the school/community, colleagues outside of the organisation, funders, management groups

c   **objectives and indicators of performance** that are quantitative, qualitative

STL61 Provide information to aid policy formation and the improvement of practices and provision

61.2 Collect and present information to aid monitoring, review and improvement of performance

Performance criteria

You need to:

P1 contribute effectively to the development of organisational quality assurance mechanisms and **success measures**

P2 monitor continuously the progress and **effectiveness** of your own work against established objectives and indicators of performance

P3 monitor continuously the implementation of policies, plans and procedures, using agreed measures

P4 gather accurate and relevant information about the benefits and effectiveness of the **work undertaken by your part of the organisation**

P5 offer clear, constructive feedback to **relevant people** about the effectiveness of the work of your part of the organisation

P6 present accurate information about the extent to which your own and your team's objectives and indicators of performance have been achieved

P7 make clear, realistic and pertinent suggestions about future activities, changes and improvements which need to be implemented

P8 monitor continuously the effectiveness of existing quality assurance mechanisms and measures, and make suggestions for improvements

Notes on 61.2:

a **success measures** which are formal and informal, for the team and the organisation

b **effectiveness** in terms of quality and quantity

c **organisation's work** which is policies, aims and objectives, plans, procedures, practice

d **relevant people** may include team members, colleagues working at the same level, higher-level managers or sponsors, specialists

STL61 Provide information to aid policy formation and the improvement of practices and provision

Knowledge and understanding

You need to know and understand:

K1 the importance of policy at all levels in the organisation and how it is formed

K2 history and overall purpose of the organisation

K3 the communities within which you operate and the needs and aspirations of the children/young people within them

K4 the impact of the local and national political situation on the operation of your organisation

K5 how to consult with others and collect information to aid policy formation

K6 existing organisational policies and plans

K7 strategic planning processes and how to contribute to them

K8 how to communicate policies, plans and procedures to aid understanding

K9 factors that may block implementation, such as organisational culture

K10 how to set objectives and indicators of performance

K11 why it is important to establish procedures for monitoring the work of your organisation

K12 types of quality assurance mechanisms already in use in your organisation

K13 a range of methods for obtaining feedback

K14 a range of methods and systems for monitoring and measuring

K15 organisational procedures (particularly equal opportunities) relevant to gathering information and monitoring

K16 how to collect and present information about the extent to which objectives have been met

K17 how to make realistic and well-supported suggestions for changes and improvements

K18 how to assess the effectiveness of quality assurance measures

STL62   Develop and maintain working relationships with other practitioners

UNIT SUMMARY

Who is this unit for?

This unit is for those who work with other practitioners within and outside the school to provide coherent support for pupils' learning and development.

What is this unit about?

This unit is about working effectively with other practitioners by doing what you can to support their work and using their strengths and expertise to support and develop your own working practices and procedures.

This unit contains two elements:

62.1   Maintain working relationships with other practitioners

62.2   Work in partnership with other practitioners

Linked units

STL4   Contribute to positive relationships

STL5   Provide effective support for your colleagues

STL20   Develop and promote positive relationships

STL21   Support the development and effectiveness of work teams

STL62   Develop and maintain working relationships with other practitioners

Glossary of terms used in this unit

Confidentiality   only providing information to those who are authorised to have it

Practitioners   colleagues within the school or contacts from external organisations whose work impacts on your role, such as:

- teaching staff, eg. teachers, subject leaders, specialist teachers, supply teachers
- support staff
- trainee teachers
- parent helpers and community volunteers
- school contacts from non-teaching professions, eg. educational psychologist, speech and language therapist, outdoor education adviser, local business people

Support   the time, resources and advice that you give to other practitioners and their activities, and those that they give to you and your activities

STL62   Develop and maintain working relationships with other practitioners

62.1 Maintain working relationships with other practitioners

Performance criteria

You need to:

P1   provide information to assist other practitioners in their role in accordance with school policies and procedures

P2   share information which is complete, accurate and within the boundaries of your role and responsibilities

P3   respond to approaches made by other practitioners in a manner which indicates willingness to develop working relationships consistent with the procedures of the school

P4   provide clear advice, information and demonstrations to assist others to develop skills which you possess

P5   use opportunities to extend personal contact with other practitioners and make direct observation of their particular expertise

P6   develop an understanding of the roles and responsibilities of other practitioners as they affect your own work

62.2 Work in partnership with other practitioners

Performance criteria

You need to:

P1   interact with other practitioners in a manner likely to promote trust and confidence in the relationship

P2   provide timely, appropriate, succinct information to enable other practitioners to deliver their support to pupils

P3   respond to other practitioners' requests for information and support in a manner that demonstrates a willingness to cooperate where reasonable and appropriate

P4   clearly explain any factors limiting your ability to cooperate

P5   contribute effectively to the planning and implementation of joint actions

P6   reliably carry out agreed commitments to undertake work in partnership with other practitioners

P7   seek and make effective use of opportunities to draw upon the skills and knowledge of other practitioners in support of your own role

STL62   Develop and maintain working relationships with other practitioners

Knowledge and understanding

You need to know and understand:

K1   how to establish and maintain effective working relationships with other practitioners

K2   principles of effective communication and how to apply them in order to communicate effectively with other practitioners

K3   the importance of exchanging information and resources with other practitioners

K4   the school policy for confidentiality of information – who is entitled to pass on what information to whom

K5   the school's protocols and procedures for recording and sharing information

K6   your role within the school and the limitations of your own competence and area of responsibility

K7   your role within different group situations, including multi-agency working, and how you contribute to the overall group process

K8   the roles and responsibilities of staff in the school and other practitioners in contact with school

K9   your own and others' professional boundaries

K10   the importance of working within the school's values, beliefs and culture

K11   the importance of respecting the skills and expertise of other practitioners

K12   the value of sharing how you approach your role with other practitioners

K13   school policy and procedures for making and maintaining contact with practitioners outside the school setting

K14   how to judge when you should provide information and/or support yourself and when you should refer the situation to another practitioner

K15   the specialist support and advice that is available to you in the school and from other practitioners in contact with the school

STL63   Provide leadership for your team (M&L B5)

UNIT SUMMARY

Who is this unit for?

This unit is for those who have a team leadership responsibility.

What is this unit about?

This unit is about providing direction to the members of your team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.

This unit contains:

This is a single element unit.

Linked units

STL64   Provide leadership in your area of responsibility

STL65   Allocate and check work in your team

Origin of this unit

This unit is taken from the National Occupational Standards for Management and Leadership where it appears as unit B5.

STL63   Provide leadership for your team

Skills

Listed below are the main generic skills which need to be applied in providing leadership for your team. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- communicating
- planning
- team building
- leading by example
- providing feedback
- setting objectives
- motivating
- consulting
- problem solving
- valuing and supporting others
- monitoring
- managing conflict
- decision making
- following

STL63   Provide leadership for your team

Performance criteria

You need to:

P1   set out and positively communicate the purpose and objectives of the team to all members

P2   involve members in planning how the team will achieve its objectives

P3   ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives

P4   encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved

P5   win, through your performance, the trust and support of the team for your leadership

P6   steer the team successfully through difficulties and challenges, including conflict within the team

P7   encourage and recognise creativity and innovation within the team

P8   give team members support and advice when they need it, especially during periods of setback and change

P9   motivate team members to present their own ideas and listen to what they say

P10   encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead

P11   monitor activities and progress across the team without interfering

Behaviours which underpin effective performance

1   you create a sense of common purpose

2   you take personal responsibility for making things happen

3   you encourage and support others to take decisions autonomously

4   you act within the limits of your authority

5   you make time available to support others

6   you show integrity, fairness and consistency in decision-making

7   you seek to understand people's needs and motivations

8   you model behaviour that shows respect, helpfulness and cooperation

STL63   Provide leadership for your team

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1   different ways of communicating effectively with members of a team

K2   how to set objectives which are SMART (specific, measurable, achievable, realistic and time-bound)

K3   how to plan the achievement of team objectives and the importance of involving team members in this process

K4   the importance of and being able to show team members how personal work objectives contribute to achievement of team objectives

K5   that different styles of leadership exist

K6   how to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their achievements

K7   types of difficulties and challenges that may arise, including conflict within the team, and ways of identifying and overcoming them

K8   the importance of encouraging others to take the lead and ways in which this can be achieved

K9   the benefits of, and how to encourage and recognise, creativity and innovation within a team

Industry/sector-specific knowledge and understanding

K10   legal, regulatory and ethical requirements in the industry/sector

Context-specific knowledge and understanding

K11 the members, purpose, objectives and plans of your team

K12 the personal work objectives of members of your team

K13 the types of support and advice that team members are likely to need and how to respond to these

K14 standards of performance for the work of your team

STL64   Provide leadership in your area of responsibility (M&L B6)

UNIT SUMMARY

Who is this unit for?

This unit is for those with responsibility for specific programmes, initiatives or policy implementation within the school (eg. behaviour management, child protection, health and safety, ASDAN).

What is this unit about?

This unit is about providing direction to colleagues in a clearly and formally defined area or part of an organisation and motivating and supporting them to achieve the vision and objectives for the area.

This unit contains:

This is a single element unit.

Linked units

STL63   Provide leadership for your team

Origin of this unit

This unit is taken from the National Occupational Standards for Management and Leadership where it appears as unit B6.

STL64   Provide leadership in your area of responsibility

Skills

Listed below are the main generic skills which need to be applied in providing leadership in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- communicating
- influencing and persuading
- leading by example
- motivating
- consulting
- planning
- setting objectives
- providing feedback
- coaching
- mentoring
- valuing and supporting others
- empowering
- learning
- following
- managing conflict
- obtaining feedback

STL64 Provide leadership in your area of responsibility

Performance criteria

You need to:

P1   create a vision of where your area is going and clearly and enthusiastically communicate it, together with supportive objectives and operational plans, to the people working within your area

P2   ensure that people working within your area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the overall organisation

P3   steer your area successfully through difficulties and challenges, including conflict within the area

P4   create and maintain a culture within your area which encourages and recognises creativity and innovation

P5   develop a range of leadership styles and select and apply them to appropriate situations and people

P6   communicate regularly, making effective use of a range of different communication methods, with all the people working within your area and show that you listen to what they say

P7   give people in your area support and advice when they need it especially during periods of setback and change

P8   motivate and support people in your area to achieve their work and development objectives and provide recognition when they are successful

P9   empower people in your area to develop their own ways of working and take their own decisions within agreed boundaries

P10   encourage people to give a lead in their own areas of expertise and show willingness to follow this lead

P11   win, through your performance, the trust and support of people within your area for your leadership and get regular feedback on your performance

STL64   Provide leadership in your area of responsibility

Behaviours which underpin effective performance

1   you articulate a vision that generates excitement, enthusiasm and commitment

2   you create a sense of common purpose

3   you take personal responsibility for making things happen

4   you make complex things simple for the benefit of others

5   you encourage and support others to take decisions autonomously

6   you act within the limits of your authority

7   you make time available to support others

8   you show integrity, fairness and consistency in decision making

9   you seek to understand people's needs and motivations

10   you model behaviour that shows respect, helpfulness and cooperation

11   you encourage and support others to make the best use of their abilities

STL64   Provide leadership in your area of responsibility

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1   the fundamental differences between management and leadership

K2   how to create a compelling vision for an area of responsibility

K3   how to select and successfully apply different methods for communicating with people across an area of responsibility

K4   a range of different leadership styles and how to select and apply these to different situations and people

K5   how to get and make use of feedback from people on your leadership performance

K6   types of difficulties and challenges that may arise, including conflict within the area, and ways of identifying and overcoming them

K7   the benefits of and how to create and maintain a culture which encourages and recognises creativity and innovation

K8   the importance of encouraging others to take the lead and ways in which this can be achieved

K9   how to empower people effectively

K10   how to select and successfully apply different methods for encouraging, motivating and supporting people and recognising achievement

Industry/sector-specific knowledge and understanding

K11 leadership styles common in the industry/sector

K12 legal, regulatory and ethical requirements in the industry/sector

Context-specific knowledge and understanding

K13 your own values, motivations and emotions

K14 your own strengths and limitations in the leadership role

K15 the strengths, limitations and potential of people that you lead

K16 your own role, responsibilities and level of power

K17 the vision and objectives of the overall organisation

K18 the vision, objectives, culture and operational plans for your area of responsibility

K19 types of support and advice that people are likely to need and how to respond to these

K20 leadership styles used across the organisation

STL65   Allocate and check work in your team (M&L D5)

UNIT SUMMARY

Who is this unit for?

This unit is for those who have a team leadership responsibility.

What is this unit about?

This unit is about ensuring that the work required of your team is effectively and fairly allocated among team members. It also involves checking on the progress and quality of the work of team members to ensure that the required level or standard of performance is being met.

This unit contains:

This is a single element unit.

Linked units

STL63   Provide leadership for your team

Origin of this unit

This unit is taken from the National Occupational Standards for Management and Leadership where it appears as unit D5.

STL65 Allocate and check work in your team

Skills

Listed below are the main generic skills which need to be applied in allocating and checking work in your team. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- communicating
- providing feedback
- planning
- reviewing
- motivating
- valuing and supporting others
- problem solving
- monitoring
- decision making
- prioritising
- team building
- managing conflict
- information management
- leadership
- coaching
- delegating
- setting objectives
- stress management

STL65   Allocate and check work in your team

Performance criteria

You need to:

P1   confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues

P2   plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources

P3   allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development

P4   brief team members on the work they have been allocated and the standard or level of expected performance

P5   encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated

P6   check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback

P7   support team members in identifying and dealing with problems and unforeseen events

P8   motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion

P9   monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively

P10   identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members

P11   recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager

P12   use information collected on the performance of team members in any formal appraisal of performance

STL65   Allocate and check work in your team

Behaviours which underpin effective performance

1   you make time available to support others

2   you clearly agree what is expected of others and hold them to account

3   you prioritise objectives and plan work to make best use of time and resources

4   you state your own position and views clearly and confidently in conflict situations

5   you show integrity, fairness and consistency in decision making

6   you seek to understand people's needs and motivations

7   you take pride in delivering high quality work

8   you take personal responsibility for making things happen

9   you encourage and support others to make the best use of their abilities

10   you are vigilant for possible risks and hazards

STL65 Allocate and check work in your team

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1   different ways of communicating effectively with members of a team

K2   the importance of confirming/clarifying the work required of the team with your manager and how to do this effectively

K3   how to plan the work of a team, including how to identify any priorities or critical activities and the available resources

K4   how to identify and take due account of health and safety issues in the planning, allocation and checking of work

K5   why it is important to allocate work across the team on a fair basis and how to do so

K6   why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so

K7   ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated

K8   effective ways of regularly and fairly checking the progress and quality of the work of team members

K9   how to provide prompt and constructive feedback to team members

K10   how to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated, improve their performance and for recognising their achievements

K11   the additional support and/or resources which team members might require to help them complete their work and how to assist in providing this

K12   why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively

K13   why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members

K14   the type of problems and unforeseen events that may occur and how to support team members in dealing with them

K15   how to log information on the ongoing performance of team members and use this information for performance appraisal purposes and understanding

Industry/sector-specific knowledge and understanding

K16   industry/sector-specific legislation, regulations, guidelines, codes of practice relating to carrying out work

K17   industry/sector requirements for the development or maintenance of knowledge, understanding and skills

Context-specific knowledge and understanding

K18   the members, purpose and objectives of your team

K19   the work required of your team

K20   the available resources for undertaking the required work

K21   the organisation's written health and safety policy statement and associated information and requirements

K22   your team's plan for undertaking the required work

K23   the skills, knowledge and understanding, experience and workloads of team members

K24   your organisation's policy and procedures in terms of personal development

K25   reporting lines in the organisation and the limits of your authority

K26   organisational standards or levels of expected performance

K27   organisational policies and procedures for dealing with poor performance

K28   organisational grievance and disciplinary policies and procedures

K29   organisational performance appraisal systems

STL66   Lead and motivate volunteers (MV D2)

UNIT SUMMARY

Who is this unit for?

This unit is for those who support the work of volunteers within the school. Volunteers could be parent helpers, business people from the local community, work experience students, or anyone else who is working in the school on an unpaid basis.

What is this unit about?

This unit is about leading and motivating volunteers so that they achieve high standards. It involves briefing them on their responsibilities, helping them to resolve any problems, and giving them feedback on their work. Throughout the process of leading volunteers it is important to show respect for their needs and preferences and the nature of the volunteer role.

This unit covers the 'softer' skills needed to lead volunteers rather than other aspects of planning, organising and monitoring volunteer work which, in a school, would be carried out by the teachers with whom they work.

This unit contains three elements:

66.1   Brief volunteers on work requirements and responsibilities

66.2   Help volunteers to solve problems during volunteering activities

66.3   Debrief and give feedback to volunteers on their work

Origin of this unit

This unit is taken from the National Occupational Standards for Management of Volunteers where it appears as unit D2.

STL66   Lead and motivate volunteers

66.1   Brief volunteers on work requirements and responsibilities

Performance criteria

You need to:

P1   choose a place and a time for the briefing that is appropriate to your volunteers and their work

P2   explain the purpose and value of the work that you want them to do and motivate them to achieve high standards

P3   encourage and support volunteers to take ownership of the work and suggest ways in which plans could be improved or adapted to meet their diverse needs, abilities and potential

P4   agree individual responsibilities and working methods with each volunteer and make sure they understand what is expected of them and are confident about taking on these responsibilities

P5   agree with volunteers how they should communicate with you and with each other

P6   communicate with volunteers at all times in ways that meet their diverse needs and show respect for their volunteer role

STL66   Lead and motivate volunteers

66.2 Help volunteers to solve problems during volunteering activities

Performance criteria

You need to:

P1   monitor volunteering activities and identify problems when they occur

P2   collect and analyse available information about the nature of the problem

P3   identify the implications of the problem and communicate these to those involved

P4   provide temporary support to help volunteers overcome problems if necessary

P5   promote an atmosphere in which individuals are not blamed for the problem and problems are seen as an opportunity for learning

P6   encourage an approach in which your volunteers take responsibility for the problem and feel motivated to work towards an acceptable solution

P7   work with those involved to identify a solution that is acceptable to them and in line with your organisation's policies and procedures

P8   communicate clearly and effectively with those involved in ways that recognise their diverse needs

P9   treat confidential information appropriately, whilst being open and transparent about non-confidential issues

STL66   Lead and motivate volunteers

66.3 Debrief and give feedback to volunteers on their work

Performance criteria

You need to:

P1   evaluate volunteers' work against agreed work requirements, using fair and objective criteria

P2   choose an appropriate time and place to debrief and provide feedback to volunteers

P3   clearly explain the purpose of debriefing and feedback and encourage an open and honest approach

P4   encourage and support volunteers to reflect on the work they have done and to provide objective feedback to you

P5   give volunteers feedback that is based on your evaluation of their work and takes account of their views and opinions

P6   acknowledge and celebrate volunteers' achievements in ways that reinforce their motivation

P7   provide constructive suggestions to improve volunteers' future performance and agree these with them

P8   identify where volunteers may need additional support and make this available, where appropriate

P9   show respect for volunteers' individual needs and preferences and the nature of their voluntary role

STL66   Lead and motivate volunteers

Knowledge and understanding

You need to know and understand:

Communication

K1   the principles of effective communication and how to apply them

K2   the importance of briefing volunteer staff and the different ways in which this can be done

K3   the information that should be given during briefings

K4   the importance of having effective methods of communication with and between volunteers

Continuous improvement

K5   the importance of seeking new and innovative roles and working methods and how to identify these

Diversity and equality

K6   the importance of taking account of people's diverse abilities, styles and motivations

K7   the importance of making sure that working methods and roles are consistent with volunteers' diverse needs, abilities and potential and how to do so

Involvement and motivation

K8   the importance of involving volunteers in selecting and planning their roles and responsibilities and how to do so

K9   the importance of giving volunteers the opportunity to evaluate their own work and how to encourage and enable them to do this

K10   the importance of providing feedback to people and how to give appropriate feedback sensitively and constructively

K11   the importance of basing feedback on an objective evaluation of performance

K12   the importance of celebrating the achievement of volunteers and methods you can use to do so

Legal requirements

K13   the legal requirements you need to consider when agreeing volunteers' working methods and roles

Monitoring, review and evaluation

K14   how to monitor and evaluate the work of volunteers

K15   the importance of using fair and objective criteria for evaluation and what types of criteria might be appropriate in a volunteer context

K16   the importance of using evidence for evaluations and the types of evidence you could use

K17   the types of factors that might affect volunteers' performance and how to take account of these when evaluating their work

Support and supervision

K18   how to determine and agree the requirements for the work of volunteers

K19   the types of support that volunteers have a right to expect from their supervisor and how to provide these

STL67 Provide learning opportunities for colleagues (M&L D7)

UNIT SUMMARY

Who is this unit for?

This unit is for team leaders, first line managers, middle managers and senior managers.

What is this unit about?

This unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs. Encouraging colleagues to take responsibility for their own learning is an aspect of this unit as is your role in providing an 'environment', for example in your team or area of responsibility, in which learning is valued.

For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.

This unit contains:

This is a single element unit.

Linked units

STL65   Allocate and check work in your team
STL68   Support learners by mentoring in the workplace
STL69   Support competence achieved in the workplace

Origin of this unit

This unit is taken from the National Occupational Standards for Management and Leadership where it appears as unit D7.

STL67   Provide learning opportunities for colleagues

Skills

Listed below are the main generic skills which need to be applied in providing learning opportunities for colleagues. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- coaching

- demonstrating

- providing feedback

- mentoring

- motivating

- setting objectives

- prioritising

- planning

- empowering

- reviewing

- leadership

- valuing and supporting others

- information management

- communicating

STL67   Provide learning opportunities for colleagues

Performance criteria

You need to:

P1   promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised

P2   give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve

P3   work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work roles and their current knowledge, understanding and skills

P4   help colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities

P5   work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs

P6   discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales

P7   work with colleagues to recognise and make use of unplanned learning opportunities

P8   seek and make use of specialist expertise in relation to identifying and providing learning for colleagues

P9   support colleagues in undertaking learning activities, making sure any required resources are made available and making efforts to remove any obstacles to learning

P10   evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience

P11   work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes

P12   encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned

STL67 Provide learning opportunities for colleagues

Behaviours which underpin effective performance

1   you recognise the opportunities presented by the diversity of people

2   you find practical ways to overcome barriers

3   you make time available to support others

4   you seek to understand individuals' needs, feelings and motivations and take an active interest in their concerns

5   you encourage and support others to make the best use of their abilities

6   you recognise the achievements and the success of others

7   you inspire others with the excitement of learning

8   you confront performance issues and sort them out directly with the people involved

9   you say no to unreasonable requests

10   you show integrity, fairness and consistency in decision making

STL67   Provide learning opportunities for colleagues

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1   the benefits of learning for individuals and organisations and how to promote these to colleagues

K2   ways in which you can develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised

K3   why it is important to encourage colleagues to take responsibility for their own learning

K4   how to provide fair, regular and useful feedback to colleagues on their work performance

K5   how to identify learning needs based on identified gaps between the requirements of colleagues' work roles and their current knowledge, understanding and skills

K6   how to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues

K7   the range of different learning styles and how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them

K8   different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff)

K9   how/where to identify and obtain information on different learning activities

K10   why it is important for colleagues to have a written development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources)

K11   how to set learning objectives which are SMART (specific, measurable, achievable, realistic and time-bound)

K12   sources of specialist expertise in relation to identifying and providing learning for colleagues

K13   what type of support colleagues might need to undertake learning activities, the resources needed and the types of obstacles they may face and how they can be resolved

K14   how to evaluate whether a learning activity has achieved the desired learning objectives

K15   the importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes

K16   how to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues

Industry/sector-specific knowledge and understanding

K17   industry/sector requirements for the development or maintenance of knowledge, skills and understanding and professional development

K18   learning issues and specific initiatives and arrangements that apply within the industry/sector

K19   working culture and practices of the industry/sector

Context-specific knowledge and understanding

K20   relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation

K21   the work roles of colleagues, including the limits of their responsibilities and their personal work objectives

K22   the current knowledge, understanding and skills of colleagues

K23   identified gaps in the knowledge, understanding and skills of colleagues

K24   identified learning needs of colleagues

K25   learning style(s) or combinations of styles preferred by colleagues

K26   the written development plans of colleagues

K27   sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues

K28   learning activities and resources available in/to your organisation

K29   your organisation's policies in relation to equality and diversity

K30   your organisation's policies and procedures in relation to learning

K31   your organisation's performance appraisal systems

STL68   Support learners by mentoring in the workplace (L&D L14)

UNIT SUMMARY

Who is this unit for?

This unit is for those who mentor colleagues and trainees in the workplace and support personal development through learning in the workplace.

What is this unit about?

This unit is about mentoring individuals in the workplace. It involves agreeing the nature of mentoring in the workplace, creating an appropriate environment in which mentoring can take place, mentoring trainees as they put their training plan into practice, giving trainees information, advice and guidance on their work roles and expectations and giving them encouragement and support to stay motivated.

This unit contains three elements:

68.1   Plan the mentoring process

68.2   Set up and maintain the mentoring relationship

68.3   Give mentoring support

Linked units

STL67   Provide learning opportunities for colleagues

STL69   Support competence achieved in the workplace

Origin of this unit

This unit is taken from the National Occupational Standards for Learning and Development where it appears as unit L14.

STL68   Support learners by mentoring in the workplace

68.1 Plan the mentoring process

Performance criteria

You need to:

P1   explain your role as a mentor in the workplace and the activities everyone will perform

P2   identify how mentoring can contribute to the training programme in the workplace

P3   identify the resources and facilities needed to perform your role as a mentor

P4   identify who else could be involved in mentoring in the workplace and what their role should be

P5   explain the relationship between the mentor, the people the mentor is helping and other people in the organisation

P6   identify sources of information and support to help you in your role as mentor

P7   agree how you will keep to the ethical code for mentoring in your organisation

P8   plan when, where and how often mentoring sessions should be arranged to ensure an appropriate environment for mentoring

P9   ensure you have prepared documents and activities which will help trainees in the early stages of mentoring

68.2 Set up and maintain the mentoring relationship

Performance criteria

You need to:

P1   behave in a way that shows you accept the trainee you are supporting

P2   discuss, explain and agree the roles and expectations involved in the mentoring relationship

P3   agree the aims of the mentoring process and the rules that you will both work within

P4   agree the mentoring support which will help trainees meet the needs of their workplace programme

P5   agree the boundaries of the mentoring relationship and how they will be recognised and maintained

P6   agree with trainees where and how often mentoring sessions take place

P7   agree how progress and any problems will be reviewed during mentoring sessions

STL68 Support learners by mentoring in the workplace

68.3 Give mentoring support

Performance criteria

You need to:

P1   set aside enough time for each mentoring session

P2   help trainees to express and discuss ideas and any concerns affecting their experience in the workplace

P3   give trainees information and advice that will help them to be effective in the workplace

P4   give trainees the opportunities which help them understand and adapt to the working environment

P5   identify ways of developing trainees' confidence in performing activities in the workplace

P6   help trainees take increasing responsibility for developing their skills in the workplace

P7   give trainees the opportunities to get experience in the workplace to increase their confidence and self-development

P8   help trainees look at issues from an unbiased point of view that helps them make informed choices

P9   give trainees honest and constructive feedback

P10   identify when the mentoring relationship needs to change to still be effective, and agree any changes with the trainee

P11   identify when the mentoring relationship has reached its natural end, and review the process with the trainee

P12   agree what extra support and help the trainee needs or can access

P13   plan how to provide extra support and help

STL68   Support learners by mentoring in the workplace

Knowledge and understanding

You need to know and understand:

The nature and role of mentoring in the workplace

K1   how to give an overview of the training programme and see how the different areas of the workplace fit together

K2   how to identify appropriate mentoring activities in relation to the training programme in the workplace

K3   how to identify opportunities to develop skills and increase confidence in the workplace such as changes to work roles, job shadowing and setting specific tasks

K4   how to monitor how effective and how appropriate the mentoring relationship is

K5   how to explain and agree your role as mentor within the organisation

K6   how to promote the interests of the trainee in the organisation

K7   how to show you use good practice in the workplace

K8   how to identify and involve other people in the workplace in the mentoring process

K9   how to identify and secure the resources and facilities needed for the mentoring process

K10   how to identify the information and advice trainees are likely to need, and the expectations of your own role, the mentoring scheme and the organisation you are working with

K11   how to identify and use sources of support

Principles and concepts

K12   how to identify and apply an appropriate code of practice for mentoring which deals with:
   a   commitment to best practice
   b   recognising the limits of your own experience and competence
   c   setting and maintaining boundaries within the mentoring relationship
   d   being open and truthful within the mentoring relationship
   e   monitoring and evaluating your own performance throughout the mentoring process
   f   using appropriate sources of support
   g   managing differences between your own values and beliefs and the agreed ethical code
   h   answering to the trainee and their organisation for your mentoring activities

K13 how to work out mutual roles and responsibilities in the mentoring relationship

K14 how to realistically assess the technical and personal skills needed in acting as a mentor to a trainee

K15 how to listen, ask questions and negotiate

K16 how to gain and keep the enthusiasm and commitment of trainees

K17 how to explore issues with trainees without judging them

K18 how to motivate trainees and develop their self-confidence

K19 how to agree you will keep information confidential during the mentoring process

K20 how to encourage trainees to express themselves

K21 how to identify and give trainees appropriate information

K22 how to use reviews and evaluations to encourage trainees to be independent

K23 how to identify sources of extra support that are available to the trainee

K24 how to identify and use sources of and procedures for referral to other agencies

K25 how to identify and use technology-based support for the mentoring process

External factors influencing the mentoring process

K26   how to identify and apply responsibilities in relation to health, safety and environmental protection legislation

K27   how to agree rules on confidentiality and data protection within the mentoring relationship

K28   how to identify and act within the requirements of a mentoring scheme and the organisation's policies

STL69 Support competence achieved in the workplace (L&D L20)

UNIT SUMMARY

Who is this unit for?

This unit is for those who develop and assess competence in the workplace.

What is this unit about?

This unit is about supporting individuals to develop and demonstrate competence in the workplace. It involves agreeing work patterns which give people opportunities to develop and show their competence, agreeing which aspects of competence can be assessed in the workplace, identifying opportunities for assessing competence in the workplace, watching them perform tasks in the workplace and giving guidance and feedback on their performance.

This unit contains two elements:

69.1   Assess performance in the workplace against agreed standards

69.2   Give staff members support in the workplace and feedback on their performance

Linked units

STL67   Provide learning opportunities for colleagues

STL68   Support learners by mentoring in the workplace

Origin of this unit

This unit is taken from the National Occupational Standards for Learning and Development where it appears as unit L20.

STL69   Support competence achieved in the workplace

69.1   Assess performance in the workplace against agreed standards

Performance criteria

You need to:

P1   agree with staff members which tasks you will need to see them perform in the workplace

P2   agree with staff members how and when you will watch them perform their work activities to compare their performance with the agreed standards

P3   give staff members advice on how to collect appropriate evidence from the workplace

P4   identify who may be involved in or affected by your assessments and agree arrangements with them

P5   watch the staff member's performance safely and identify where they have met the agreed standards

P6   ask questions to check staff members' knowledge and understanding of workplace activities

P7   ensure that the evidence you consider meets the required necessary standards and comes from staff members' own work

P8   decide if you are prepared to confirm that the staff member's performance meets relevant parts of the agreed standards.

P9   identify gaps in evidence of competence, and how these may be filled in the workplace

P10   keep the records of your assessments safe and pass them on by following agreed procedure

STL69   Support competence achieved in the workplace

69.2 Give staff members support in the workplace and feedback on their performance

Performance criteria

You need to:

P1   make sure that the staff member understands your assessment decision

P2   choose an appropriate time and place to give feedback to the staff member

P3   give staff members clear and useful feedback on their performance as soon as possible after your assessment

P4   be constructive and encouraging when giving feedback

P5   tell staff members how they can improve their performance if necessary

P6   identify and agree any further training or development staff members need before completing your assessment process

P7   if you and the staff member cannot agree on your assessment of their competence, refer the matter to the appropriate person

P8   record the follow-up action and the next steps you and the staff member have agreed on

STL69   Support competence achieved in the workplace

Knowledge and understanding

You need to know and understand:

The nature and role of assessments in the workplace

K1   how to provide opportunities for carrying out assessments in the workplace

K2   how to review assessment plans and identify where work activities can be assessed

K3   how to identify tasks you can see in the workplace and which aspects of competence they show

K4   how to agree arrangements for watching a staff member perform tasks in the workplace

K5   how to watch staff members without disrupting or affecting their work activities

K6   who else in the workplace you should involve when assessing staff members' competence

K7   how to record your assessments and pass information on to other people

K8   how to use your assessments to motivate staff members

Principles and concepts

K9   how to identify what the staff member needs to meet agreed levels of competence

K10 how to make accurate and fair comparison between a staff member's performance and appropriate agreed standards

K11 how to use normal work activities to assess staff members' competence

K12 how to provide assessment opportunities which are fair, consistent and do not discriminate against any member of staff

K13 how to ask questions which check staff members' understanding of what they are doing without leading them

K14 how to give constructive feedback to staff members

K15 how to encourage staff members to ask questions and seek advice

External factors influencing assessment in the workplace

K16   how to ensure that legal requirements to protect the environment and health and safety are met during the assessment process

K17   how to take account of the assessment requirements of awarding bodies and others when assessing competence in the workplace

K18   who to pass information on to, and when

K19   who to involve when you have a problem making an assessment judgement, and the procedures you should follow.