

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Effective Teamwork and Communication in an Early Years Setting

Unit Reference Number: Y/651/2878

Level: Three (3)

Credit Value: Four (4)

Minimum Guided Learning Hours: 24

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the factors that contribute to effective team working	1.1 Explain the benefits of team working in an early years setting for: <ul style="list-style-type: none"> a) The children b) Other members of staff c) The organisation
	1.2 Describe factors that contribute to effective team working
	1.3 Explain ways in which conflict in a team can be managed
	1.4 Identify three examples of how own role supports team activities and objectives
2. Know the importance of communicating effectively in an Early Years Setting	2.1 Explain why it is important to communicate effectively at work
	2.2 Give examples of: <ul style="list-style-type: none"> a) How to communicate with individuals who have specific language needs or wishes b) Ways to make yourself understood through written and verbal communication c) How to reduce barriers to communication
	2.3 Demonstrate effective communication with: <ul style="list-style-type: none"> a) Children b) Parents/carers c) Other early years professionals

Indicative Content

LO1	<p>1.1 Learners must be able to clearly explain at least two (2) benefits of effective team working for all three (3) groups required. This can be presented in a learner statement through reflective journals, logs and notes. Written and verbal supplementary questioning is allowed to evoke stronger responses, but these must be recorded and made available for IQA/EQA.</p> <p>1.2 Learners must be able to refer to at least three (3) examples of factors which contribute to effective team working. These may be presented through reflective journals, logs or a learner statement which contains reference to real work scenarios.</p> <p>1.3 Learners are required to express their own opinions on ways in which conflicts may be managed; this may be done through a learner statement, reflective journals, logs, group discussion, or by witness testimony of a manager or team leader.</p> <p>1.4 Learners are required to demonstrate at least three (3) ways in which they support team activities and objectives. This may be evidenced through a learner statement, reflective journals, logs, group discussion, or by witness testimony of a manager or team leader.</p>
LO2	<p>2.1 Learners are required to explain clearly why communication in an Early Years Setting is essential in the Early Years Educator role. This can be done by highlighting types of problems that may arise if clear communication is not happening, and its implications.</p> <p>2.2 Learners must be able to identify appropriate communication with each case in (a), (b) and (c). Where possible, real work evidence through reports, reflective journals, etc. may be used. Otherwise, a written learner statement, answers to verbal or written questions may be used (which must be retained for IQA/EQA), or an observed simulation/role play activity.</p> <p>2.3 Learners must be able to communicate effectively with all the example groups, adapting appropriately with whom they interact. Such examples may include use and modelling of good communication skills, including a good command of English language in spoken and written form. Learners must demonstrate being able to use a range of communication methods, including technology.</p>