

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Personal Development for Early Years Educators

Unit Reference Number: H/651/2880

Level: Three (3)

Credit Value: Six (6)

Minimum Guided Learning Hours: 40

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand professionalism within the role of an Early Years Educator	1.1 Explain own role and responsibilities
	1.2 Explain expected behaviours in own role
	1.3 Explain two other roles and their responsibilities within the team
	1.4 Explain how own and others' behaviour can impact on babies and children
	1.5 Give examples of how respecting and promoting diversity and inclusion, cultural differences and family circumstances is an important part of own role
	1.6 Give examples of how the organisations approach and values underpin the environment
2. Understand the procedures that must be adhered to in an Early Years setting	2.1 Outline three procedures used in own organisation and reflect on own compliance with them
	2.2 Outline the legal rights of children according to their current and future needs
	2.3 Give examples of where they have contributed to the updating and/or development of policies and procedures
	2.4 Explain why it is important to adhere to organisational procedures in the case of: <ul style="list-style-type: none"> a) Food allergies b) Recording of accidents c) Severe weather events

	2.5	Contribute to an activity which focuses on the importance of maintaining hygiene practices
3. Understand how to reflect on own practice	3.1	Explain the importance of reflective practice to continuously improve the quality of service
	3.2	Use a model of reflection to evaluate own practice
4. Be able to develop a personal development plan	4.1	Explain the importance of continuing professional development for Early Years staff
	4.2	Outline the purpose and impact of effective supervision
	4.3	Review and prioritise own development needs
	4.4	Work with others to create a personal development plan
5. Be able to contribute to the development of others	5.1	Explain how a Level 3 Early Years Educator may be expected to supervise staff or lead a setting
	5.2	Identify learning needs of others
	5.3	Demonstrate how to support colleagues by identifying their personal development needs
	5.4	Review own contribution to the development of others
	5.5	Give examples of positive ways they have supported or challenged the practice of colleagues

Indicative Content

LO1	<p>1.1 Learners must accurately define their job role and provide a full list of their responsibilities, in line with their job description and in compliance with national and organisational policies and procedures.</p> <p>1.2 Learner are required to always demonstrate appropriate behaviours. This may be substantiated through assessor observation, witness testimony of colleague, managers, etc. through a learner statement or may be answered verbally on the proviso that it is recorded and retained for IQA/EQA checking later.</p> <p>1.3 Learners are required to explain the role and responsibilities of at least two (2) colleagues. One of these roles must be the key person and learners must clearly state the roles and responsibilities of the key person. In cases of very small organisations, learners are permitted to include external support agents</p>
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	<p>to fulfil this criterion.</p> <p>1.4 Learners are required to consider both positive and negative influences in their evidence and include the importance of re-modelling positive behaviours.</p>
LO2	<p>2.1 Learners must include three of the following procedures (all must be taught as part of the course):</p> <ul style="list-style-type: none"> • Reporting whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing • use of technology • referring development concerns • protecting practitioners, for example media and online presence • staff health and safety, including mental health and wellbeing support. <p>2.2 Learners must be able to define children's rights and their importance. Learners can include, but not be limited to, Key international and national legal frameworks (UNCRC, Children Act 1989, Human Rights Act 1998).</p> <ul style="list-style-type: none"> • The concept of best interests of the child. <p>Rights Related to Safeguarding and Protection:</p> <ul style="list-style-type: none"> • The right to be safe from harm, abuse, and neglect. <p>Rights Related to Development and Wellbeing:</p> <ul style="list-style-type: none"> • The right to play, learn, and develop. • The right to a healthy lifestyle and access to healthcare. • The importance of inclusive practice and equal opportunities. • Understanding the needs of children with special educational needs and disabilities. <p>Rights Related to Participation and Involvement:</p> <ul style="list-style-type: none"> • The right to be heard and have their views considered. • Creating opportunities for children to express their views. • Involving children in decision-making processes. <p>Rights Related to Privacy and Confidentiality:</p> <ul style="list-style-type: none"> • The importance of protecting children's personal information. • Data protection regulations (GDPR). • Sharing information with parents and other professionals. • Confidentiality and disclosure. <p>Rights Related to Education and Care:</p> <ul style="list-style-type: none"> • The right to education and early years provision. • Understanding the Early Years Foundation Stage (EYFS). • The role of the early years practitioner in supporting children's learning and development. • Working in partnership with parents and families. <p>2.4 Learners are required to demonstrate that they are aware of the required regulatory and organisational requirements for all three events stated. This may be demonstrated through professional discussion, recorded to enable IQA/EQA later, and it is expected that reference be made to organisational procedures.</p> <p>2.5 Examples of this may include deployment of additional infection control methods, deep cleans, integration of new equipment, improvements to processes or procedures. Learners must be able to demonstrate an awareness of how infection can be contained and how hygiene contributes to a safe working and learning environment.</p>

LO3	<p>3.1 Learners are required demonstrate the importance of considering past events and developments to inform more positive future outcomes. Evidence need not be restricted to own organisation, as valuable improvements or knowledge may be gleaned from other areas of the Early Years Education sector. This must include how reflective practice can improve own skills, practice, and subject knowledge, increase career opportunities and help children’s academic outcomes, especially in areas of disadvantage.</p> <p>3.2 Learners must show how they apply reflection to continuously improve. Evidence may be taken from reports or journals, where the learner has considered and debated what went well, what did not go well, and use this information as to guide and underpin adaptations and improvements.</p>
LO4	<p>4.1 Learners should be able to identify at least three (3) reasons why CPD is beneficial within the Early Years Educator role and sector. This may be evidenced to written or verbal statement (recorded, if verbal to allow later IQA/EQA). Examples would include, but are not restricted to Opportunities for own Career Advancement, drives up the Quality of Early Years Education within own organisation, helps to meet with Regulatory requirements, helps organisations and individuals keep updated on advancements and best practices, supports children’s development, etc.</p> <p>4.2 must include how supervision is an opportunity for staff to discuss any issues, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of babies and children.</p> <p>4.3 Learners are required to show how they revisit and assess their own ongoing CPD requirements, adjusting and changing to meet an unexpected or sudden change in child need, new arrivals, new requirements, updating in line with regulatory amendments. It may also be determined by the Learner’s own learning preferences, abilities and progress. Learners must reflect both professionally and personally to develop themselves. This may be demonstrated through training records, CPD files, training plans and achievements, accreditations, etc.</p> <p>4.4 Learners must be able to demonstrate how they are interacting with their organisation to improve their own individual performance within their role. This may take the form of a formal CPD or training, suitably detailed to show milestones of progress, and a plan for ongoing development within timeframes. Evidence must include where the learner has sought feedback from others to identify and support career development goals, for example through mentoring and/or supervised observations.</p>
LO5	<p>5.2 Learners are required to show empathy and support to assist colleagues who may be experiencing temporary or longer-term difficulties with certain aspects, using discretion, agreement and existing organisational support. This can be expressed through a verbal answer or a learner written statement.</p> <p>5.3 Learners must be able to demonstrate how they are supporting the development of other colleagues. This may be evidenced through demonstrating techniques, offering own experiences to help opinions and best practice to be formulated, taking time to review progress being made on unfamiliar tasks, etc.</p> <p>5.4 Learners must show how they are evaluating their own performance as a</p>

supportive colleague. This may be done through reflective log, learner statement or through professional discussion/verbal answer (which should be recorded and retained for possible checking by IQA/EQA later).
