

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Working in Partnership with Others in Early Years Education

Unit Reference Number: A/651/2888

Level: Three (3)

Credit Value: Six (6)

Minimum Guided Learning Hours: 40

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Be able to work in partnership with others in Early Years Education	1.1 Describe the importance for setting leaders to collaborate effectively with colleagues and other relevant professions 1.2 Identify key individuals and organisations who are involved in partnership working to meeting babies' and children's needs 1.3 Evaluate the strengths of these partnerships and how they could be improved 1.4 Give examples of working in partnership with others when supporting babies and children 1.5 Undertake the role and responsibilities of the key person
2. Be able to involve parents and carers in their baby's/child's learning and development	2.1 Analyse the importance of effective parent and/or carers engagement 2.2 Demonstrate ways of establishing strong channels of communication with parents and carers 2.3 Explain how successes could be celebrated with parents and carers when stages of growth are reached 2.4 Reflect on own performance in relation to making additional provisions to support babies' and children's education and development where they lack this support from parents and/or carers

3. Understand the range of agencies and specialists available to support child development	3.1 Explain who the statutory and non-statutory agencies are that provide guidance for Early Years Education.
	3.2 Describe other professional partners who supports babies' and young children's development
	3.3 Explain how to work in compliance with regulatory bodies, including reflecting on own contribution

Indicative Content

LO1	<p>1.1 This must include working collaboratively to ensure babies and children progress well in the learning.</p> <p>1.2 Learners must be able to identify key individuals and organisations involved in partnership to meet a baby or children's needs. Learners must include the influence key individuals have on children's learning and development. Examples of key individuals may include parents/caregivers, educators, social workers, health professionals, etc. Whereas organisations may include statutory and non-statutory, including local government agencies, voluntary organisations, health services and educational authorities.</p> <p>1.3 Learners must evaluate the strengths and improvements of their relationships with the key personnel previously identified. For example, strengths may include ease of accessibility, communication skills, shared goals, etc. Whereas improvements may be difficulty in contacting, geographical distance, lack of alignment with own work patterns, etc. These should be properly evidenced with reference to own experience in role, recorded in either learner statements, journals or reports.</p> <p>1.4 Learners are required to present examples of where there has been partnership working with the learner and/or their organisation with others and the impact this has made on babies or children's progress or development. Learners must also demonstrate the ability to practice and improve partnership skills, using reference to case studies, role play or simulation exercises to perfect these technologies.</p>
LO2	<p>2.1 This should include ensuring parent and/or carer engagement is consistently associated with ensuring their child's subsequent academic success, and explore how effective working may be challenging and require sustained effort and support. Learners are required to demonstrate an understanding of the importance of being an advocate for the child's learning and development, parental and/or carer engagement, the home learning environment, and their roles in early learning.</p> <p>2.2 Learners are required to show how they establish channels of communications with parents and carers. This may be demonstrated through face to face and virtual meetings, newsletters, progress updates, etc. Learners must also show how they are looking to continuously improve their empathy, active listening and relationship building skills, in terms of internal or external training, mentoring, reflection, feedback, etc.</p>

	<p>2.3 Learners are required to recognise and actively participate in activities which celebrate children transitioning to new development stages. Learners should demonstrate their participation by, for example, supporting the showcasing of children’s work, photos or videos of their achievements. Learners should also collect feedback to support evaluation of the impact of Early Years programmes through proactive collaboration with key individuals.</p>
LO3	<p>3.1 Learners are required to explain by distinguish statutory (government departments) from non-statutory agencies (professional associations) and guidance. They should link this to their roles, explaining what they have in common and how they differ, but highlighting how they support children’s welfare and development.</p> <p>3.2 Learners are required to describe how they work with other professional partners such as speech therapists, occupational therapists, and social workers to provide specialized support tailored to children’s needs. They should also know how this is recorded ie through individualised support plans and interventions to address specific areas of concern or developmental delays in consultation with parents, carers, and relevant professionals.</p> <p>3.3 Learners must demonstrate their knowledge of the Ofsted Early Years Inspection Framework, including the key inspection criteria, evaluation criteria and quality standards for Early Years provision. They should be able to explain how this is incorporated into their own role to ensure compliance, presenting examples of how they contribute to this in their day-to-day work.</p>