



In Association With



Learning work book to contribute to the
achievement of the underpinning
knowledge for unit: CYP 3.2

**Promote child and young
person development**

Credit value 3

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INTRODUCTION

This workbook provides the learning you need to help you to achieve a unit towards your qualification. Your qualification on the Qualification and Credit Framework (QCF) is made up of units, each with their own credit value; some units might be worth 3 credits, some might have 6 credits, and so on. Each credit represents 10 hours of learning and so gives you an idea of how long the unit will take to achieve.

Qualification rules state how many credits you need to achieve and at what levels, but your assessor or tutor will help you with this.

Awarding Organisation rules state that you need to gather evidence from a range of sources. This means that, in addition to completing this workbook, you should also find other ways to gather evidence for your tutor/assessor such as observed activity; again, your assessor will help you to plan this.

To pass your qualification, you need to achieve all of the learning outcomes and/or performance criteria for each unit. Your qualification may contain essential units and optional units. You'll need to complete a certain amount of units with the correct credit value to achieve your qualification. Your tutor/assessor can talk to you more about this if you're worried and they'll let you know how you're doing as you progress.



This workbook has been provided to your learning provider under licence by The Learning Company Ltd; your training provider is responsible for assessing this qualification. Both your provider and your Awarding Organisation are then responsible for validating it.

THE STUDY PROGRAMME

This unit is designed for individuals who are working in or wish to pursue a career in their chosen sector. It will provide a valuable, detailed and informative insight into that sector and is an interesting and enjoyable way to learn.

Your study programme will increase your knowledge, understanding and abilities in your industry and help you to become more confident, by underpinning any practical experience you may have with sound theoretical knowledge.

WHERE TO STUDY



The best way to complete this workbook is on your computer. That way you can type in your responses to each activity and go back and change it if you want to. Remember, you can study at home, work, your local library or wherever you have access to the internet. You can also print out this workbook and read through it in paper form

if you prefer. If you choose to do this, you'll have to type up your answers onto the version saved on your computer before you send it to your tutor/assessor (or handwrite them and post the pages).

WHEN TO STUDY

It's best to study when you know you have time to yourself. Your tutor/assessor will help you to set some realistic targets for you to finish each unit, so you don't have to worry about rushing anything. Your tutor/assessor will also let you know when they'll next be visiting or assessing you. It's really important that you stick to the deadlines you've agreed so that you can achieve your qualification on time.

HOW TO STUDY

Your tutor/assessor will agree with you the order for the workbooks to be completed; this should match up with the other assessments you are having. Your tutor/assessor will discuss each workbook with you before you start working on it, they will explain the book's content and how they will assess your workbook once you have completed it.



Your Assessor will also advise you of the sort of evidence they will be expecting from you and how this will map to the knowledge and understanding of your chosen qualification. You may also have a mentor appointed to you. This will normally be a line manager who can support you in your tutor/assessor's absence; they will also confirm and sign off your evidence.

You should be happy that you have enough information, advice and guidance from your tutor/assessor before beginning a workbook. If you are experienced within your job and familiar with the qualification process, your tutor/assessor may agree that you can attempt workbooks without the detailed information, advice and guidance.

THE UNITS

We'll start by introducing the unit and clearly explaining the learning outcomes you'll have achieved by the end of the unit.

There is a learner details page at the front of each workbook. Please ensure you fill all of the details in as this will help when your workbooks go through the verification process and ensure that they are returned to you safely. If you do not have all of the information, e.g. your learner number, ask your tutor/assessor.



To begin with, just read through the workbook. You'll come across different activities for you to try. These activities won't count towards your qualification but they'll help you to check your learning.

You'll also see small sections of text called "did you know?" These are short, interesting facts to keep you interested and to help you enjoy the workbook and your learning.

At the end of this workbook you'll find a section called 'assessments'. This section is for you to fill in so that you can prove you've got the knowledge and evidence for your chosen qualification. They're designed to assess your learning, knowledge and understanding of the unit and will prove that you can complete all of the learning outcomes.

Each Unit should take you about 3 to 4 hours to complete, although some will take longer than others. The important thing is that you understand, learn and work at your own pace.

YOU WILL RECEIVE HELP AND SUPPORT

If you find that you need a bit of help and guidance with your learning, then please get in touch with your tutor/assessor.

If you know anyone else doing the same programme as you, then you might find it very useful to talk to them too.

Certification

When you complete your workbook, your tutor/assessor will check your work. They will then sign off each unit before you move on to the next one.



When you've completed all of the required workbooks and associated evidence for each unit, your assessor will submit your work to the Internal Verifier for validation. If it is validated, your training provider will then apply for your certificate. Your centre will send your certificate to you when they receive it from your awarding organisation. Your tutor/assessor will be able to tell you how long this might take.

Unit CYP 3.2: Promote child and young person development

About this unit

This unit provides a sound basis of knowledge, understanding and the competence required to promote children and young people's development and positive behaviour. It also includes how to support children and young people going through transitions in their lives.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Be able to assess the development needs of children or young people and prepare a development plan
2. Be able to promote the development of children or young people.
3. Be able to support the provision of environments and services that promote the development of children or young people.
4. Understand how working practices can impact on the development of children and young people.
5. Be able to support children and young people's positive behavior
6. Be able to support children and young people experiencing transitions

Assessing children's development

Your responsibilities as a childcare practitioner are not just about keeping the children you work with safe and happy. It is essential that you also help them to develop and meet their potential. You must be able to observe and assess their progress to inform your plans and report to parents/carers and other professionals. Children acquire new skills and behaviour patterns from birth to their teens and onwards through life. Child development specialists assess the stage of development reached in each of five areas:

- ❖ **Motor development** - which includes growth and limb coordination.
- ❖ **Social development** - the way the child interacts with other people and learns social behaviour that is the norm for his or her environment.
- ❖ **Hearing and language** - the development of the ability to communicate verbally and to learn the language of the family and of the local community.



- ❖ **Eye-hand coordination** - the ability to use the eye and hand to conduct precise movements required for daily tasks and handwriting.
- ❖ **Practical reasoning** - the ability to use intelligence for such tasks as counting and puzzles, comparing words and understanding the meaning of words.

To assess children effectively you must have a good understanding of the expected patterns of children's physical, communication, intellectual, social, emotional and behavioural development.

Areas of development

Child development is the term used to describe the way that a child masters necessary skills to help it keep pace as it grows. In general terms the average child will develop in specific stages at specific times/ages. These are often known as 'milestones'. Often a child will need to reach a specific milestone before their body/brain is has the building blocks to move on the next one.

Birth-18 months

Almost all neuron (nerve cells) are present at birth but most are not connected in networks. The connecting process (synapse formation) is rapid during this year, with brain activity becoming closer to adult than newborn by 12 months. Areas of greatest growth are sensorimotor, visual cortex and later the frontal lobes.

Play reflects the development of brain areas. This is what Piaget called "practice play." Sight, sound, touch, taste, smell: These are the ways babies learn about the world. This is why the best infant toys are usually brightly coloured noisemakers. They soon graduate from mobiles (try a musical one for extra interest) and mirrors (which they find fascinating) to grasping and holding. Toys they can manipulate with pleasing effects--activity quilts with different textures: attachments that squeak or jingle; rattles; activity bars: soft balls to drop and retrieve--begin to teach them dexterity and the concept of cause-and-effect. As babies learn to sit up, crawl, stand and then walk, the possibilities quickly expand, they're ready to experiment with nesting cups, activity boxes, stacking rings, large blocks, and a little later with shape-sorters. These toys help develop fine motor skills and reach relationships among objects. Cloth or board books, especially intriguing with pictures of faces or familiar objects, let them, practice object-recognition and instill basic ideas of language.



Babies and toddlers also love bathtub toys because they delight in all kinds of water play such as filling, emptying, and splashing. And as soon as they're up on their feet, they're ready to roll with push-pull toys.

A word of caution: Be sure any toy for a child in this age group has no small pieces that can be removed or broken off and swallowed, no sharp edges or points.

18 months-3 years

During this age the synapses continue to expand and reach about 1,000 trillion - twice the density of the adult brain. (Pruning takes place later to reduce the number). The toddler brain is twice as active as the adult brain. The structures of the brain that are sensitive to language and social-emotional response develop. Motor development continues at a rapid pace.

Action is the name of the game for toddlers, who delight in running, jumping, climbing and riding. A ride-on toy to zip around on will be a sure-fire hit-whether it's a low tricycle or a foot-to-floor vehicle in a whimsical bus or car design. Low climbing toys, large balls, and outdoor items like a sandpit or paddling pool are also good choices for developing gross motor skills. Take-apart toys, pop-up toys mid simple puzzles gratify toddlers' curiosity about how things work, reinforcing their eye-hand coordination and understanding of spatial orientation and cause and effect. One of the best possible toys is a good set of wooden bricks.



Another creative, tactile-pleasing choice is modelling clay. Tambourines, xylophones, drums and other simple musical instruments are satisfying noisemakers.

3-6 years

This is the fastest growth period for the frontal lobe networks, and speed of processing, memory, and problem solving is increasing. The brain is at 90% of its adult weight by 6 years.

Imagination and interactive play involving roles are common during the preschool years, and the best toys help set the stage for developing these skills. Things that connect with the experiences children have are the best for dramatic play.

Choose an open-ended unstructured item rather than a single-function brand name version. Play telephones, kitchen appliances and utensils, tool sets, medical kits, vehicles, dressing-up clothes and, of course, dolls, as well as toy people and animals all spark the scenarios children like to construct.

Finger or hand puppets offer another way of acting out and mastering day-to-day experiences. The language and social skills practiced through make-believe games come into play as preschool children interact more and more.

Early board games introduce the concept of taking turns and sharing with others, while letter-, word- and number-recognition toys and games reinforce math and language learning. So, of course, do books, especially if they're chosen to match the child's interests.

Art materials (clay, crayons markets, paints, collage materials) are another creative favourite with most children in this age group. And don't forget skipping ropes, larger tricycles and first bikes with training wheels.

6-9 years

The synaptic connections in motor and sensory areas are firmly established and the process of elimination synapses (pruning) in these areas has begun. Because of the activity in higher brain "control" centres, children increase in levels of attention and ability to inhibit impulses.



By the time they're in primary school, children have some control over basic dexterity, language, and social skills; now they're eager to practice and refine them. They like to challenge themselves, intellectually, with puzzles and games that test their growing knowledge or involve strategy (draughts, card games), and physically, with pick-up sticks, jacks, roller skates, pogo sticks, and ball games. There are lots of other imaginative options than can broaden this group's horizons, from craft sets for making jewellery and puppets to a microscope, nature-study kit, or a printing set.

9-14 years

The maturation of the frontal lobe continues in adolescence. (Pruning continues during the stage). The speed and efficiency of thought increases, spatial working memory improves, emotional regulation becomes greater, planning and problem solving skills increase, and scientific reasoning and ability to understand one's own thinking develops.

Play becomes sophisticated and increasingly symbolic. Play in the preteenage years often is a group production, and the games young people prefer reflect that. Many complex head games for several players, and equipment for organized sports or activities (rounders bat and ball, racket games) are often a hit. Electronic games are also popular, played either on en masse or by competitive turns.

At the same time, this age group spends lots of time and concentration on individual interests, which might include books, music, elaborate construction or model- building sets, mature tools, sewing kits and paints. By this age their tastes and skills are pretty well defined, so targeting toy and entertainment purchases to likes and abilities of each child is important.

DID YOU KNOW?

Apples, not caffeine, are more efficient at waking you up in the morning.



ACTIVITY ONE

Circle the words or phrases you would associate with development

Coat

Play

Activity

Abilities

Jersey

Skills

Trousers

Motor

Sensory

Stages of Social-Emotional development in Children and Young People

This is based on the Eight Stages of Development developed by psychiatrist, Erik Erikson in 1956.

The socialisation process consists of eight phases - the "eight stages of man." Each stage is regarded as a "psychosocial crisis," which arises and demands resolution before the next stage can be satisfactorily negotiated. Satisfactory learning and resolution of each crisis is necessary if the child is to manage the next and later ones satisfactorily.

Erikson's Eight Stages of Development

1. Learning Basic Trust Versus Basic Mistrust (Hope)

This is the period of infancy through the first one or two years of life. The child, well - handled, nurtured, and loved, develops trust and security and a basic optimism. Badly handled, he becomes insecure and mistrustful.

2. Learning Autonomy Versus Shame (Will)

The second psychosocial crisis occurs during early childhood, probably between about 18 months or 2 years and 3½ to 4 years of age. The "well - parented" child emerges from this stage sure of himself, thrilled with his new found control, and proud rather than ashamed. Autonomy is not, however, entirely synonymous with assured self - possession, initiative, and independence but, at least for children in the early part of this psychosocial crisis, includes stormy self - will, tantrums, stubbornness, and negativism. For example, one sees many 2 year olds resolutely folding their arms to prevent their mothers from holding their hands as they cross the street. Also, the sound of "NO" rings through the house.

3. Learning Initiative Versus Guilt (Purpose)

This third psychosocial crisis occurs during what he calls the "play age," or the later preschool years (from about 3½ to entry into formal education). During it, the healthily developing child learns: (1) to imagine, to broaden his skills through active play of all sorts, including fantasy (2) to cooperate with others (3) to lead as well as to follow. Immobilized by guilt, he is: (1) fearful (2) hangs on the fringes of groups (3) continues to depend unduly on adults and (4) is restricted both in the development of play skills and in imagination.



4. Industry Versus Inferiority (Competence)

The fourth psychosocial crisis is handled during the "school age," up to and possibly including some of secondary school. Here the child learns to master the more formal skills of life: (1) relating with peers according to rules (2) progressing from free play to play that may be elaborately structured by rules and may demand formal teamwork, such as football and (3) mastering basic academic skills. Homework is a necessity, and the need for self-discipline increases yearly.

The child who, because of his successive and successful resolutions of earlier psychosocial crisis, is trusting, autonomous, and full of initiative will learn easily enough to be industrious.

However, the mistrusting child will doubt the future. The shame - and guilt-filled child will experience defeat and inferiority.

5. Learning Identity Versus Identity Diffusion (Fidelity)

During the fifth psychosocial crisis (adolescence, from about 13 or 14 to about 20) the child, now an adolescent, learns how to answer satisfactorily and happily the question of "Who am I?" Even the best adjusted of adolescents experiences some role identity diffusion: most boys and probably most girls experiment with minor delinquency; rebellion flourishes; self - doubts flood the youngster, and so on. During successful early adolescence, mature time perspective is developed; the young person acquires self-certainty as opposed to self-consciousness and self-doubt. He comes to experiment with different - usually constructive - roles rather than adopting a "negative identity" (such as delinquency). He actually anticipates achievement, and achieves, rather than being "paralyzed" by feelings of inferiority or by an inadequate time perspective. In later adolescence, clear sexual identity - manhood or womanhood - is established. The adolescent seeks leadership (someone to inspire him), and gradually develops a set of ideals. Adolescents do not yet have to "play for keeps," but can experiment, trying various roles, and look for the one most suitable for them.

6. Learning Intimacy Versus Isolation (Love)

The successful young adult, for the first time, can experience true intimacy - the sort of intimacy that makes possible good marriage or a genuine and enduring friendship.



7. Learning Generatively Versus Self-Absorption (Care)

In adulthood, the psychosocial crisis demands generativity, both in the sense of marriage and parenthood, and in the sense of working productively and creatively.

8. Integrity Versus Despair (Wisdom)

If the other seven psychosocial crisis have been successfully resolved, the mature adult develops the peak of adjustment; integrity. He trusts, he is independent and dares the new.

He works hard, has found a well - defined role in life, and has developed a self-concept with which he is happy. He can be intimate without strain, guilt, regret, or lack of realism; and he is proud of what he creates - his children, his work, or his hobbies. If one or more of the earlier psychosocial crises have not been resolved, he may view himself and his life with disgust and despair.

These eight stages of man, or the psychosocial crises, are plausible and insightful descriptions of how personality develops but at present they are descriptions only. Helping the child through the various stages and the positive learning that should accompany them is a complex and difficult task. Socialization, then is a learning - teaching process that, when successful, results in the human organism moving from an infant state of helpless but total self-centredness to its ideal adult state of sensible conformity coupled with independent creativity.



An inclusive approach

An inclusive approach to education involves:

- ❖ Creating an ethos of achievement for all pupils within a climate of high expectation;
- ❖ Valuing a broad range of talents, abilities and achievements;
- ❖ Promoting success and self-esteem by taking action to remove barriers to learning;
- ❖ Countering conscious and unconscious discrimination that may prevent individuals, or pupils from any particular groups, from thriving in the school; and actively promoting understanding and a positive appreciation of the diversity of individuals and groups within society.

DID YOU KNOW?

The 3 most valuable brand names on earth are:- Malboro, Coca-Cola and Budweiser - in that order.



ACTIVITY TWO

Circle the words or phrases you would associate with an inclusive approach

Boat

Achievement

Ethos

Diversity

Aeroplane

Society

Abilities

Hovercraft

Valuing

Carrying out observations

Recording observations is an important part of your role. All children attending nursery have a profile completed on them which is forwarded to their primary school. Any observations you do at this stage will feed into these profiles. You will need to share these observations with other members of staff, parents or carers and other childcare professionals. There are many methods of recording observations. These include:

- ❖ Free description or notes to record a child's activity or behaviour over a short period of time
- ❖ Checklists and tick charts to assess stages of development
- ❖ Time sample to look at an activity over a predetermined length of time
- ❖ Event sample to look closely at one aspect of a child's development.



For the observation to be successful, you must consider the aim of the assessment –in other words, what you hope to achieve. This will determine the type of assessment to carry out.

Observation is a skill that we need to develop in our profession: it is a very perceptive kind of watching; it helps us sharpen our senses and raise our awareness; it brings to our attention things that we may overlook. We are observing all the time but what we actually take in is limited. Observation is a way of tuning into children. We often see what we are looking for, or notice what we know already – rarely do we watch and listen intently. We all have our different ways of looking at the world because of our own unique set of experiences.

With this we bring attitudes and opinions. When we observe, we need to be detached and open minded. When we observe children, we should do it in a systematic, precise and detailed way, giving it our undivided attention. By observing children, we can learn how they are developing, what they are thinking, what ideas they may have and how they respond to others. There are many observational methods and a few are outlined in your textbook. We can observe the many and varied ways that children communicate:

- ❖ We watch not only their language but their body language
- ❖ We do not only listen to the words but how they are being said
- ❖ We pick up on the emotions that the children may be expressing
- ❖ We note what is not being said
- ❖ Silence is sometimes as informative as words.



Close observation may bring about the knowledge that a child has a developmental delay or disability. It may inform us of some emotional state. It will certainly inform us as to how children develop holistically, that children are complex individuals and that the various strands of their development are interwoven. This is a useful skill for you to develop at this stage of your career because, by close observation of children, you will see how they come to learn. As we have just seen, child observation also informs our future planning and informs how we might differentiate for the child observed. We are not the only professionals who use child observations to inform our work. An educational psychologist may sit in with you and the children you are working with. She will observe one child closely to help her to make informed decisions about this child's future. Social workers will observe children playing – sometimes this will be to inform them of a child's treatment at home. The police may watch a child play spontaneously to pick up suggestions of possible child abuse.

We are not the only observers of children. Parents observe and sometimes record first steps, smiles and the appearance of the first tooth. Educationalists in the past have observed children in order to formulate their ideas about child development. Jean Piaget, for example, observed the child members of his own family before he came up with his ideas about child education, as did Charles Darwin.

Recording what is said can be very useful and tape recordings of individual children's conversations can be very informative. Video or digital film can be useful when you are discussing your observations with others. Always remember that you need to get the parents' permission before you photograph or film a child.

Some settings ask for blanket permission from the parents for this. Record only facts, not opinions. Your ideas and the ideas of others can be sought after you have recorded the facts.

DID YOU KNOW?

Antarctica is the only continent without reptiles or snakes.



ACTIVITY THREE

Circle the words or phrases you would associate with recording observations

Tape

Microwave

Informative

Washing machine

Permission

Photograph

Rights

Facts

Toaster

An enabling environment

A rich and varied environment supports children and young people's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.

The emotional environment

The emotional environment is created by all the people in the setting, but adults have to ensure that it is warm and accepting of everyone. Adults need to empathise with children and support their emotions. When children feel confident in the environment they are willing to try things out, knowing that effort is valued. When children know that their feelings are accepted they learn to express them, confident that adults will help them with how they are feeling.

The outdoor environment

Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development.

Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It gives children first-hand contact with weather, seasons and the natural world.

Outdoor environments offer children freedom to explore, use their senses, and be physically active and exuberant.

The indoor environment

The indoor environment provides a safe, secure yet challenging space for children. For some children, the indoor environment is like a second 'home', providing a place for activity, rest, eating and sleeping.

The indoor environment contains resources which are appropriate, well maintained and accessible for all children. Indoor spaces are planned so that they can be used flexibly and an appropriate range of activities is provided.

Effective practice

Understand that some children may need extra support to express their feelings and come to terms with them. Encourage children to help to plan the layout of the environment and to contribute to keeping it tidy. Ensure that children have opportunities to be outside on a daily basis all year round.



Help children to understand how to behave outdoors and inside by talking about personal safety, risks and the safety of others.

Create an indoor environment that is reassuring and comforting for all children, while providing interest through novelty from time to time.

Where possible link the indoor and outdoor environments so that children can move freely between them.

Challenges and dilemmas

Finding ways to promote the importance and value of the outdoor environment to all those involved in the setting, for example, the senior management team, other professionals, staff and parents.

Meeting the needs of children of different ages in a shared outdoor space. Overcoming problems in accessing and using the outdoor environment because of the design or organisation of the building.

Ensuring the indoor environment is 'homely' enough to feel comfortable while providing an environment suitable for learning.

Reflecting on practice

What support is available to practitioners who may feel 'drained' emotionally when a child requires extensive support for their feelings of sadness, anger or frustration? How well do you reflect examples of outdoor learning in your observations and assessments of children? Does indoor provision meet the needs of all the children as both a place to feel 'at home' and a place to learn? How do you ensure that the deployment of staff is flexible enough to respond to the flow and movement of children between indoors and outdoors?

Effective transitions

Transition is an on-going process which takes place across the final years of school and into the early years of whatever comes next. This might be further education, vocational training, life skills work, independent living or social opportunities. Planning for transition should include education, employment, housing and support needs, community and leisure activities and health needs.

The purpose of this planning is to ensure continuity of care, and to make sure that the young person has access to all the information and opportunities that they are entitled to, or want, at a time that is meaningful to them. It should take account of the personal goals and aspirations of the young person, and the young person and their family (or carers) should be held at the centre of planning for the future.



The transition period is shown through research to be a stressful and difficult time, and planning should also aim to reduce anxieties and reassure everyone involved that there is a clear plan for them all to work from.

Supporting transition

The emotions that come with change can be successfully handled by children and young people when their new setting has a clear welcoming procedure

By the time children enter statutory education they are likely to have lived through several transitions in family life as well as in educational settings. Research is beginning to confirm what parents and practitioners have long known -that transition is stressful for children, just as it is for adults, and the resulting stress can have a far-reaching impact on children's emotional well-being and academic achievements. We all know the familiar feelings when contemplating change.

Anticipation, excitement and curiosity may well be tempered with anxiety, uncertainty, fear and a sense of bewilderment as we are faced with unfamiliar experiences, people, places or events. What a difference it makes if we have a sense of being eagerly awaited, of knowing that we will be treated with respect and allowed to take some control over what happens to us in our new situation.

Settling in children and young people who are settling (at any age) do best when:

- ❖ Transition is made a priority. Managers, head teachers and governing bodies need to show that they are aware of the importance of transition by making it a priority. This will have time and cost implications in enabling practitioners to meet children, carers and other settings, make home visits and transfer information, as well as developing a curriculum and ethos that supports the gradual and supported integration of new children. All too often, practitioners are impeded in developing good practice by 'top-down' expectations, routines and procedures, and only minimal recognition of the need to support children in transition.
- ❖ They are familiar with the people, places and routines. We all accept that familiarity is one of the most important factors in a smooth transition, and yet it is all too easy to think that a one-off visit or introductory session meets the need. Explore ways to ensure that children become as familiar as possible with a new setting and its staff. 
- ❖ They can make frequent visits to the setting. Such visits need to amount to more than just the formal 'new admissions' visit or 'open days'. Children will benefit from frequent, informal drop-in sessions with a parent, carer or familiar adult, that enable them to gain first-hand experience of the new setting at different times of the day. Very young children have most to gain from such visits, but these are still of benefit to older children (and adults).
- ❖ They receive a home visit. Home visiting can be intrusive and expensive in both staff time and cover. It does need to be approached with sensitivity, but the rewards will definitely be worth the effort. It is a powerful opportunity to allow children (and families) to get to know new staff on their own territory.
- ❖ They have a key worker. Children (and their parents or carers) arriving into the buzz and confusion of a new setting need to know they are not on their own.

They need to have at least one adult who can act as their personal 'interpreter' while they make sense of this new world. A key worker system means that each child and their family have a practitioner who is assigned to them, even though they will also be interacting with, and be cared for by, other members of staff throughout their day.

A key worker has special responsibility for an individual child, although the degree of involvement will depend on various factors, not least of which is the way the setting chooses to organise the system. Ideally, a key worker would be responsible for a home visit, would greet the child on arrival and help them separate from their parent or carer, would plan to spend some time with them every day and observe, support, interact with and extend their play as appropriate. Just as importantly, they would have individual and specific contact with the child's parent or carer on a regular basis -a vital factor in reducing parents' stress and anxiety when leaving a child in a setting. The presence of a key worker is likely to have far-reaching effects, in that it can support a child in building the secure attachments that are essential not just to their emotional well-being, but also their cognitive development.

- ❖ Their parents are involved and consulted. A great deal of research supports the belief that we can only do our best for the children in our care if we involve their parents and families. We need to listen to what parents can tell us about their children and accept that as their child's first educator, they have a wealth of knowledge that we would do well to heed. We need to be knowledgeable about a child's ethnicity, language and dialect, community and locality if we are to offer them familiar sights, sounds and experiences that will help them settle.
- 
- ❖ Their parents are supported. Sending a child to a new setting or class can be scary for parents too! Many parents bringing their children to a setting for the first time may have unhappy memories about education and institutions. It is vital that we put ourselves in their position and look closely at how we can make our settings welcoming and less threatening to new parents so that they, in turn, can give positive messages to their children about their new setting. Involving a parent fully in settling their child can reduce their anxiety greatly while enabling them to get a feel for the setting and how it works.



- ❖ They have an informal, relaxed start to the session. Leaving a parent or carer is hard when there is a roomful of people watching -and waiting - for the business of the day to begin. Relaxed starts, ideally staggered, are invaluable, as they allow the child and their parent to take their time separating and to choose what the child is ready to engage in. Coming into an active environment with continuous provision (as opposed to carpet-based or registration routines) provides the child and parent with lots of options for handling the separation.
- ❖ Their friendships are acknowledged. Australian studies of children making transitions from home to kindergarten or school have found that having friends in the same class can markedly help children adjust to the demands of the new setting. Interestingly, the studies suggest that it can also compensate for other factors that might make transition harder, such as being the youngest in the group, speaking English as an additional language or being a boy (Margetts K, 1997). So, ask parents and staff at previous settings about a child's friendships.
- ❖ Their setting is flexible. The approach to admissions and settling needs to be flexible if it is to address the individual needs of children and families. Some children will make the transition smoothly, in the first instance, only to become confused, anxious or disappointed when they realise that this is a long-term scenario! Others will need lots of support while they take tiny steps to becoming relaxed and enthusiastic about the setting. Some families will expect their child to separate readily, while others will expect their child to struggle with change. Practitioners have to be watchful and attentive to find out what is needed to help a child (and their family) cope with the transition, and then be prepared to act on their findings. A 'one-size-fits-all' approach to settling is never, therefore, going to be the best way. Adapt the routines and organisation of the setting so that you can provide a 'settling' policy that really does meet the needs of children, rather than expecting them to 'fit in' with existing timetables and procedures.
- ❖ There is a degree of predictability. This doesn't mean strict adherence to a rigid timetable, however. The best sort of predictability gives children the certainty that there won't be too many interruptions to their long, sustained play (or engagement in a continuous curriculum) or too many breaks for adult-driven tasks, such as snack times, assemblies and whole-class discussions.



- ❖ They are encouraged to be independent. Children moving from one stage to the next can rehearse new skills in the familiar setting, then gradually try them out in the new one. Those who lack experience or confidence in their physical independence need to know that there will always be someone to help them. Just as important is the opportunity to develop, and maintain, high levels of intellectual independence.
- ❖ It is generally accepted now that young children are persistent and powerful thinkers. They have a tremendous inner drive to make sense of their world and their experiences, which also gives them a valuable sense of being in control. All too often, the transition from one stage to the next denies children the opportunity to take control of what is happening to them. And it is this lack of control which is at the root of the anxiety that we all feel when going through a transition, no matter how excited we might feel about it.
- ❖ There is a safe place to take risks and make mistakes. A supportive learning environment that enables children to try things out, take risks and learn from their mistakes is one that is constantly preparing children to handle transition well. Life is full of changes and there will always be risks, but we can do our best to help children make the most of it by providing a safe, yet challenging, place for them to explore and develop their independence and self-reliance.



Practitioners

Sensitivity, awareness, and resources such as diaries and photos are essential tools practitioners can use in transitions. For a successful transition, children need practitioners who: Give them time to become familiar with the idea of moving on, to talk about it, to reflect on what they already know and have learned, to absorb new information, to revisit and remember what went before, to adjust to the changes and to make mistakes without fear of judgement. They know that children need to be allowed time for regression as much as consolidation.

Listen to them to find out: what worries or excites them about a move, how they would like the move to happen and when they are telling us they need help with the little things as well as the big things.

Recognise the importance of attachment and emotional well-being and are able to recognise the needs of an individual child and their family in this respect.

They know that children need to be sure of their unconditional care regardless of whether the child and their family conform to the expected norms. Offer pro-active support, particularly to those who may appear to be coping, and don't wait for a crisis to occur before they respond. Children need practitioners who know that there is often a 'honeymoon' period for children settling in, and that some children will have less obvious ways of showing distress.

Show respect for a child's way of making it work for themselves, by listening to the child and their carers about how they want to handle the separation from each other and adapting settling procedures to make the most of this. They know that children often need transitional objects or particular routines and habits to comfort themselves until ready to go it alone.



Appreciate what the child brings with them and has learned at home or in a previous setting. They know that this is important for the child's self-esteem as much as to set starting points for future learning, and they are not judgemental or obsessed with 'correctness', particularly with regard to physical or self-help skills.

They actively seek to make and maintain strong links with home and other settings that the child has attended.

Plan carefully for transition, making sure they gather, read and take notice of all the information passed to them by parents and previous settings. They know that some children will be more vulnerable than others at this time and plan accordingly.

Are creative in their approach to supporting transition, and, for example, ask outgoing children what they think would help the newbies!

DID YOU KNOW?

A car travelling 100 mph would take more than 29 million years to reach the nearest star.



ACTIVITY FOUR

Circle the words or phrases you would associate with experiencing transition

Tomato

Vulnerable

Support

Learning

Mushroom

Self-esteem

Attachment

Well-being

Onion

UNIT CYP 3.2: SIGN-OFF

Assessor's Name: _____

Assessor's Signature: _____ **Date:** _____

Learner's Name: _____

Learner's Signature: _____ **Date:** _____

Mentor's Name: _____

Mentor's Signature: _____ **Date:** _____

UNIT CYP 3.2: ASSESSMENT

ASSESSMENT ONE

Explain the factors that need to be taken into account when assessing development

ASSESSMENT TWO

Explain the selection of the assessment methods used

ASSESSMENT THREE

Explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work.

ASSESSMENT FOUR

Explain the features of an environment or service that promotes the development of children and young people

ASSESSMENT FIVE

Explain how own working practice can affect children and young people's development

ASSESSMENT SIX

Explain how institutions, agencies and services can affect children and young people's development

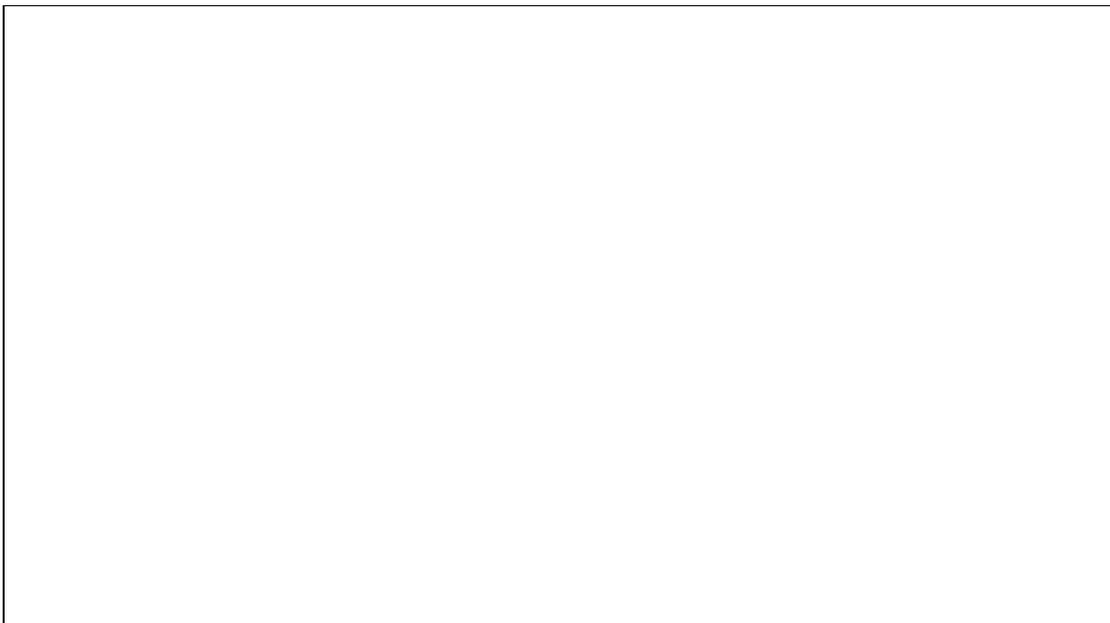
ASSESSMENT SEVEN

Evaluate different approaches to supporting positive behaviour



ASSESSMENT EIGHT

Explain how to support children and young people experiencing different types of transitions



UNIT CYP 3.2: ASSESSMENT SIGN-OFF

Assessor's Name: _____

Assessor's Signature: _____ **Date:** _____

Learner's Name: _____

Learner's

Signature: _____ **Date:** _____

Mentor's Name: _____

Mentor's Signature: _____ **Date** _____

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