



Apprenticeship Framework:

Children and Young People’s Workforce

Early Years Educator

Unit 3 – Diversity, Equality& inclusion in Early Years settings

This sequence of activities is aimed at learners who work in early years settings.

**Knowledge and Understanding**

The following activities will help you to generate evidence to show knowledge and competence in equality, diversity & inclusion. You will demonstrate how you promote these within your work setting. These activities will also look at the importance of promoting equality of opportunity and anti – discriminatory practice.

**Task 1a A/C 1.1.1**

Write a definition for each of the terms shown giving examples from your practice and if possible how you have supported others to promote these.

|  |  |  |
| --- | --- | --- |
| **Term** | **Definition** | **Examples from practice, how you have supported others to promote them** |
| Diversity |  |  |
| Inclusion |  |  |
| Equality |  |  |

**Task 1b A/C 1.1.3, 1.1.4**

In this task: - Part 1 you need to consider the possible effects on children if they experience prejudice and discrimination.

Part 2 Describe potential barriers to implementing equality in early years settings

Write your descriptions of the effects in the diagrams below

**Task 1b A/C 1.1.3, 1.1.4**

Write your ideas on barriers to implementing equality within Early Years below

**Task 1c**

Now you have identified possible barriers to implementing equality in the Early Years, take some time to reflect on how these barriers can be overcome. Write your thoughts & ideas below.

**Task 1d A/C 1.1.1, 1.1.5**

Using your knowledge and understanding from the previous tasks, produce a short Power Point presentation lasting five to ten minutes to explain

* Your understanding of Diversity, inclusion & equality
* How your setting helps to promote them, giving examples from work practice
* How prejudice & discrimination can effect a child’s life chances
* Any potential barriers to implementing equality within the Early Years and how these barriers can be overcome
* how to support others to promote diversity, equality and inclusion

**Task 2 A/C 1.1.2**

In the space below identify the key legislation, guidance and policies from your own setting and state how it applies to your own work role

|  |  |
| --- | --- |
| **Legislation, guidance or policy** | **How it applies to own work role** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Task 3a A/C 4.2**

The attitudes and beliefs held by society can impact on a children & young people with disabilities. Attitudes are explained through the medical model & social model of disability.

Explain all the characteristics of each model and how it influences your practice

|  |  |  |
| --- | --- | --- |
| **Model** | **Characteristics** | **Influence on practice** |
| **Medical** |  |  |
| **Social** |  |  |

**Task 3b A/C 4.3**

Choose **one** case study from below and produce a (SEND) Special Education and Needs Plan to meet their individual needs. If this is not part of your job role your Teaching & Learning Mentor will discuss options with you

Case study 1

Krystyna has cerebral palsy.

This affects her movement and balance. She gets tired easily but uses a wheelchair only occasionally. Most of the time she uses a walking frame. Her movements can be shaky and this affects her writing

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Case study 2

Sean has speech and language difficulties.

This affects both his expressive language (speech) and his receptive language (understanding).

This Internet link accesses North Yorkshire Councils Website for SEND Support. Look at and download the resources available to you to complete this task. Watch the accompanying videos to help understanding of this area of your work.

<http://www.northyorks.gov.uk/article/25432/SEND---statutory-assessments>

**Task 3c A/C 4.4**

Using the SEND plan from the previous task, plan & evaluate an activity which had been identified.

**Task 3d A/C 4.5**

In the table below are some specialist support teams who your setting may need to approach for advice. Identify and explain the roles & responsibilities of each agency.

|  |  |
| --- | --- |
| **Agency** | **Roles & responsibilities** |
| Speech & language team |  |
| Sensory impairment team |  |
| Educational psychologist |  |
| SENCO |  |

**Task 4 A/C 3.3.1**

When discrimination exists it is important that it is challenged in order to minimise the effects on children and young people including those with a disability or specific requirements.

In the space below explain how you can use policies and procedures to challenge discrimination. Give examples, describing ways in which you can challenge discrimination so that your actions will bring about a change in practice.

**Evidence Gathering for the following assessment criteria**

**Unit 3 (2.1)**

Interact with others in ways that respect their beliefs, culture, values and preferences

* Observation of practice
* Witness testimony

**Unit 3 (2.2)**

Show behaviour that models inclusive practice

* Observation of practice
* Witness testimony

**Unit 3 (3.2)**

Apply anti – discriminatory legislation & codes of practice to own behaviour with the early years setting

* Observation of practice/product
* Witness testimony
* Reflective piece of writing

**Unit 3 (3.3)**

Reflect on the impact of legislation & codes of practice on the promotion of equality of opportunity in own setting

* Professional Discussion
* Reflective writing by you