Unit 11: Support Children and Young People in Residential Childcare to Achieve Their Learning Potential

Unit reference number: L/506/7798

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

In this unit you will gain knowledge, understanding and skills relating to supporting children and young people in residential childcare to achieve their learning potential. You will gain understanding of the context of learning for children and young people in residential childcare, the education system and how to work with others to support children and young people to maximise outcomes from learning.

The unit will enable you to engage with children and young people in learning, support them to sustain that engagement and work with them to maximise their learning. This includes encouraging and supporting children and young people to recognise and build on interests, skills and talents, supporting them to develop attitudes in order to overcome barriers to learning and the importance of engaging family members in their learning.

Additional information

Key professionals e.g.

- Teachers and tutors
- SENCOs
- Educational psychologists

Engagement in learning and education may include attendance at school or college but is not confined to this

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the context of learning for children and young people in residential childcare	1.1 Summarise theories about how children and young people learn 1.2 Explain the differences between learning, learning potential and education 1.3 Describe how life experiences and other factors can make it difficult for children and young people in residential childcare to engage with learning 1.4 Explain how understanding the circumstances of the child or young person can influence strategies to support their learning 1.5 Describe aspects of the physical environment known to be conducive to children and young people's learning
2 Be able to engage children and young people in learning	2.1 Engage with children and young people to identify their interests, skills, talents and aspirations 2.2 Encourage children and young people to recognise how their interests, skills and talents can help them achieve their aspirations 2.3 Support children and young people to recognise how they can build on their interests, skills and talents 2.4 Support children and young people to access activities and experiences to engage their interest in learning and the world around them 2.5 Manage the physical environment in ways that encourage learning

Learning outcomes	Assessment criteria
3 Understand the education system	3.1 Describe the legislation underpinning children and young people's access to education 3.2 Explain how national policies have influenced access to education and learning opportunities for children and young people in residential childcare 3.3 Describe how the roles of key professionals in the education system support children and young people to achieve their learning potential 3.4 Describe alternatives to formal education and when these might be beneficial to a child or young person
4 Be able to support children and young people to sustain engagement in learning and education	4.1 Explain the importance of supporting children and young people to recognise the benefits of sustained learning and education 4.2 Work with children and young people to set goals and targets for their learning 4.3 Work with children and young people to monitor progress towards their learning goals and targets 4.4 Support children and young people to develop attitudes and behaviours to enhance learning opportunities and overcome barriers to learning 4.5 Support children and young people to sustain their engagement in learning and education
5 Be able to work with children and young people to maximise learning	5.1 Support learning activities with children and young people 5.2 Provide children and young people with positive feedback to celebrate achievement 5.3 Encourage children and young people to recognise how their learning can be applied in other areas of life

Learning outcomes	Assessment criteria
6 Understand how to work with others to support children and young people to maximise outcomes from learning	6.1 Explain the importance of engaging family members in children and young people's learning wherever possible 6.2 Explain the importance of pro-active and consistent contact between those involved in a child or young person's learning and education 6.3 Describe roles and responsibilities for addressing difficulties that arise with an education placement 6.4 Describe strategies for working with the local community to create opportunities and experiences for learning

Unit amplification

1 Understand the context of learning for children and young people in residential childcare

Theories about how children and young people learn: e.g. Piaget – cognitive/constructivist, learner-centred educational philosophy, learning through play; Bandura and social learning; Psychoanalytical – Freud; Erikson – effects of early experience on personality; Humanistic – Rogers' growth promoting climate; Maslow's hierarchy of needs – self-actualisation; effects on self-concept; learning/modelling; positive role models; Behaviourist approach-Skinner, use of operants to shape and reinforce behaviour, use of reinforcement to promote learning; social pedagogy; holistic approach to children's experiential learning

The differences between learning, learning potential and education: e.g. agreed outcomes; benchmarks; achievement; barriers; funding; support mechanism; ability; structured; monitored; measured; all areas of development; resources

How life experiences and other factors can make it difficult for children and young people in residential childcare to engage with learning: e.g. may include attendance at school or college but is not confined to this; health status; disability; sensory impairment; learning difficulties; genetic inheritance; gender; motivation; adult expectations; bullying; effects of discrimination; family function/dysfunction; social; cultural; financial; economic; environmental factors; disability of family members; long term illness of primary carer

How understanding the circumstances of the child or young person can influence strategies to support their learning: e.g. involve child or young person in decisions affecting them; use child's current interests and needs as focus and connection point; provide adequate, appropriate opportunities for children or young people to express their educational ideas and aspirations, preferences and dislikes; listen carefully to what child or young person has to say; seek clarification as necessary; seek feedback

Aspects of the physical environment known to be conducive to children and young people's learning: e.g. resources; privacy; involvement in other's learning; equipment; access; ease of use; support available; play/learning areas

3 Understand the education system

The legislation underpinning children and young people's access to education: e.g. relevant UK home nation legislation which impacts on policy writing e.g. The Children Act (1989); The Equality Act (2010); Special educational needs and disability (SEND) code of practice: 0 to 25 years; the setting's equal opportunities policies and practice and SEN Code of Practice; children's rights

How national policies have influenced access to education and learning opportunities for children and young people in residential childcare: e.g. importance of equality of treatment and access and individual needs/rights for development of child in all areas e.g. physical development; development of communication; intellectual/cognitive development; social; emotional and behavioural development; moral development; negative impact of inequality and lack of emphasis on individual needs e.g. delayed development; negative behaviour; child-centred approach improves chances of positive outcomes for children

How the roles of key professionals in the education system support children and young people to achieve their learning potential: e.g. teachers and tutors-learning and development, achievement, assessment; Special Educational Needs Co-ordinators (SENCOs)-assessment, identification and meeting of needs, collaboration with internal and external practitioners and parents and carers to support children and young people; Educational psychologists-assessment, implementation of appropriate interventions, e.g. therapeutic and behaviour management and learning programmes, collaboration with internal and external practitioners and parents and carers

Alternatives to formal education for a child or young person: e.g. home schooling; flexible schooling; private schools; small schools; democratic schools; Montessori schools; Steiner schools

6 Understand how to work with others to support children and young people to maximise outcomes from learning

The importance of engaging family members in children and young people's learning wherever possible: e.g. recognising rights and responsibilities; home or setting communication strategies; strategies to consult; parent/carer forums; opportunities for feedback; maintaining professional relationships; information sharing; observing confidentiality; communication including written information; involvement in shaping services and policy development; providing emotional support; dealing with conflict; being aware of the needs which parent/carer themselves may have

The importance of pro-active and consistent contact between those involved in a child or young person's learning and education: e.g. continuity; feedback; monitoring; evaluation; collaboration; child/young person centred; effective use of resources; access to services

Roles and responsibilities for addressing difficulties that arise with an education placement: e.g. Teachers and tutors; SENCOs; Educational psychologists; Local Authority Advisers; Local Authority Exclusion Officer; Education Welfare Officer; Designated Child Protection Liaison; Teacher; pastoral support workers; parents; peers; teaching assistants; medical supporters; Fair Access Protocol; Common Assessment Framework; Children's Services; Child and Adolescent Mental Health Service; multi-agency teams e.g. Behaviour and Education Support Teams

Strategies for working with the local community to create opportunities and experiences for learning: e.g. demonstrate good interpersonal and communication skills; procedures and values; good professional practice and the ability to share information and ideas; work closely with parents, carers and others involved in the community; recognising why partnerships with the community are important; effective ways of establishing partnerships; encouraging and valuing contributions from the community in an inclusive and non-judgemental way; sharing information and maintaining partnerships e.g. through effective communication; showing respect for diversity; appropriate activities that encourage participation

Information for tutors

Suggested resources

Books

Brown S *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul* (J P Tarcher/Penguin Putnam; Reprint edition, 2010) ISBN 9781583333785

Else P *The Value of Play* (Continuum International Publishing Group Ltd., 2009) ISBN 9780826495655

Lindon J *Understanding Child Development: 0-8 Years* (Hodder Education, 2012) ISBN 9781444167184

Meggitt C *Child Development:An Illustrated Guide* 3rd edition with DVD (Pearson Education, 2012) ISBN 9780435078805

Minett P – *Child Care and Development* 6th Edition (Hodder Education, 2010) ISBN 9781444117134

Trodd L *Transitions in the Early Years: Working with Children and Families* (SAGE Publications Ltd, 2012) ISBN 9781446249789

Websites

www.4children.org.uk – the website of the national charity 4Children provides a library of resources, including publications, case studies and video

www.barnardos.org.uk – the Barnardo's website provides a wide variety of information, including research and publications on a variety of topics

www.early-education.org.uk – Early Education, The British Association for Early Childhood Education offers support to all early childhood education practitioners and various publications can be found on their website

www.gov.uk – the government services and information website where information relating to childcare can be found

www.kids.org.uk – the website of KIDS, which is a leading disabled children's charity, provides a variety of learning and resources, some which require purchase

www.ncb.org.uk/cpis – the website of the National Children's Bureau, where a variety of resources can be found, including downloadable resources relating to the Children's Play Information Service

www.nspcc.org.uk – the website of the NSPCC provides a variety of research and resources, including resources on the topic of residential childcare

Other

Nursery World http://www.nurseryworld.co.uk/

Play Right www.ipaworld.org

Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development QCF Assessment Principles, in *Annexe A.*

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners will need to demonstrate an understanding of theories relating to how children and young people learn, exploring learning, learning potential and education. Anonymised evidence from the workplace could be used, reflective accounts or professional discussion, and learners should be encouraged to indicate how this knowledge and understanding impacts on their current work practices or experience, and then consider how they could potentially use this knowledge and understanding in their job role to inform their practice.

These approaches could be used to provide the evidence for ACs 1.1, 1.2 and 1.3 where the learners will need to provide a summary of theories about children and young people's learning, identifying the meaning of key terms. Learners are also asked to explore influences on children and young people's engagement with learning. The evidence would be extended to address ACs 1.4 and 1.5 which explore the role of learners in comprehending approaches which effectively facilitate children and young people's learning; including how the physical environment can be a positive influence on learning.

For learning outcome 2, learners are asked to demonstrate how to actively involve children and young people in learning. Evidence could come from direct observation, covering ACs 2.2, 2.3, 2.4 and 2.5. There should be sufficient evidence over time to ensure that the learner has met all of the requirements. The observation should demonstrate the learner supporting children and young people in the identification and development of their interests and hopes for the future; enabling children and young people to understand how their abilities and interests can enable them to reach their goals. Learners should also demonstrate the support necessary when enabling children and young people to go to activities, which support their interests and engage them in learning; introducing aspects of the physical environment which facilitate learning.

A reflective account, professional discussion or a report should be used to support the observation. The reflective account, professional discussion or report could include an explanation of the learner's role in supporting children and young people to engage with learning whilst identifying and developing skills and abilities linked to aspirations.

For learning outcome 3, learners will need to demonstrate an understanding of the legislatory requirements informing educational opportunities for children and young people. A reflective account, professional discussion, anonymised case study or report could be used for the assessment criteria within this learning outcome, where the learners will need to firstly identify legislation and national policies influencing access to education (ACs 3.1 and 3.2). Learners will also need to explore the influence practitioners have in relation to supporting children and young people in education (AC 3.3).

For learning outcome 4, evidence could come from direct observation, covering ACs 4.2, 4.3, 4.4 and 4.5. The observation should demonstrate learners supporting children and young people to identify and set targets relating to their learning (AC 4.1), ensuring progress is monitored accordingly (AC 4.2).This evidence should be supplemented with a reflective account, also providing evidence for AC 4.1 which asks learners to explore the role of support for children and young people to identify the advantages of ongoing learning and education.

For learning outcome 5, evidence could come from direct observation, covering ACs 5.1, 5.2 and 5.3. The observation should demonstrate the learner supporting children and young people to engage with learning (AC 5.1), providing constructive feedback on achievement (AC 5.2). The evidence should also be supported by a professional discussion or reflective account to confirm learners' competence.

For learning outcome 6, learners will need to demonstrate an understanding of the concepts and elements involved in collaborating with others to facilitate positive learning opportunities and outcomes for children and young people. The main source of evidence for all ACs in this learning outcome can be through using evidence relating to their own place of work or alternatively the learners could generate their evidence through a relevant case study. For example, for ACs 6.1 and 6.2 the learner could produce a report for colleagues exploring the importance of engaging family members in children and young people's learning, including the level of contact necessary with people involved in education provision.

Learners could extend this report to include ACs 6.3 and 6.4, to address the responsibilities of those involved in addressing issues faced in placements; identifying strategies for the creation of learning activities for children and young people in their local environment.