

04b Sample scheme of work: T Level in Education and Childcare

**Sample scheme of work for themes 1, 3 and 5 of the
T Level in Education and Childcare**

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Programme: T Level in Education and Early Years Lecturer: Alesa Marsh	Module/Unit/Subject: Theme 1: Education provision (elements 1 and 9) Theme 3: Observation and assessment (elements 2, 8 and 9) Theme 5: Partnership working (elements 5 and 6)	Number of weeks: 25
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Intent	
To complete this section, you will need to access the specific occupational map listed for your programme on the Institute for Apprenticeships and Technical Education website. Using the occupational map, please provide the information requested to complete the four boxes immediately below. These set out the intent of the module/unit/subject.	
Occupational profile	Please provide a brief overview of the career pathways that learners could pursue as a result of completing this programme. The intent with this curriculum is to educate and upskill learners to be ready for employment in the early years (EY) sector or to progress to higher education, where they can undertake teacher training or achieve Higher-Level Teaching Assistant (HLTA) status. T Levels reflect the industry's genuine workplace demands and deliver a high level of occupational readiness that will help learners to launch their careers into high-skilled employment. It focuses on the knowledge, skills and competences at the core of the qualification and on general competences in mathematics, English and digital. It has a clear focus developing the technical skills, attitudes and behaviours associated with a wide range of roles in the education sector. This focus ensures that learners are employment-ready and have the knowledge and skills to be effective in their roles based on their choice of occupational specialism.
Requirements: Knowledge	In this section, please list the knowledge that will be developed (eg, K1: the principles of food preparation) TKSD 1: Demonstrate a clear understanding of the roles and responsibilities of the effective practitioner, including supporting transitions and individual needs. TKSD 2: Demonstrate a clear understanding of professional standards, safe working practices and personal accountability. TKSD 3: Demonstrate excellent planning skills that promote opportunities to maximise learning and wellbeing. TKSD 4: Demonstrate excellent observation skills that inform next steps for planning to meet children and young people's holistic needs. TKSD 5: Reflect on own and others' practice and demonstrate a willingness to learn and improve.
Requirements: Skills	In this section, please list the skills that will be developed (eg, S14: ability to manage conflict positively) IBSD 2: Commitment to improving the outcomes for children through inspiration and child-centred care and education. IBSD 4: Being team-focused – work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience. IBSD 6: Work in a non-discriminatory way, by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential. IBSD 8: Uphold the ethos of the school or setting.

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Requirements: Behaviours	IBSD 9: Demonstrate personal initiative.
	<i>In this section, please list the behaviours that will be developed (eg, B14: shows ambition and is self-motivated)</i> IBSD 1: Build relationships and attachments, promote a sense of belonging. IBSD 3: Care and compassion – show care and compassion within college and the work setting. Provide the very best childcare to every child and have the ability to professionally challenge poor practice. IBSD 5: Honesty, trust and integrity – develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude. IBSD 7: Demonstrate flexibility and embrace change.

Week	Learning outcomes (The learner will be able to...)	How does this session prepare learners for further study, employment and life in the wider world?	What inclusive learning and teaching strategies will be employed to achieve the learning outcomes in this session?	What appropriate and inclusive resources (physical, digital, etc.) are planned for use in this session?	What appropriate and inclusive formative and/or summative assessment strategies and methods will be used? How will feedback support the development of learner learning?	How does this section link to the occupational pathways? Please list the <u>KSB's</u> for this section and explain how they underpin the session that is being delivered?
1 5.9.22	Differentiate between childcare and education Identify different care and education provisions Create a fact sheet on a provision	Learners will be more aware of the educational settings for children and young people aged 0–19 years	Lesson 1 Introduction to the qualification and what will be covered during the year. Element 1: Wider context	Weekly activity planner PowerPoint fact sheet / display boards	Definitions Q&A Direct questions	K, S, B TKSD 1 TKSD 2 IBSD 8

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	Determine the education timeline Discuss how education is regulated	British values: BV01, BV02, BV03, BV04, BV07, BV08, BV12 English: GEC1, GCE5, GEC6 Digital: GDC1, GDC3 Care values: C1, C3, A1, A2, A3, R1, R2, R3, R4, E1, E2, E3	1.1 The learner must understand the differences between a range of childcare and education provision for 0–19 years. Starter What is the difference between these two terms: ‘childcare’ and ‘education’? Once the terms have been considered, learners to note which types of settings may come under the terms ‘childcare’, ‘school provision’ and ‘post-16 provision’. Learners have 60 seconds to write as many as possible. Collate all the responses and compare them to the list provided. Learners’ names will be added to a ‘name generator’, and each one will be selected to research a specific type of provision. Learners will be asked to create a fact sheet on the type of provision, including: - the characteristics of the setting - age range suitable for the provision - educational programme / curriculum followed	Higher/lower game Whiteboards Pens Flow chart	Completed fact sheet Homework feedback	
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			• extracurricular activities available • funding • types of professionals who work there • find an interesting fact on the type of provision. Learners will be given one hour to complete the fact sheet ready for display. Lesson 2 Starter When did education become compulsory for children up to 18 years old? Learners to write their guess on the 'whiteboard' (answer: 2015). Play the 'higher or lower' game to determine an education timeline of legislation and key dates in the history of education. Discuss the changes to education that have occurred over the centuries. Consider what the following mean: • DfE • Ofsted • Ofqual • OfS.			
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			Discuss how education provision is regulated and by whom. Homework Learners to research professionals who work in education settings. They are to focus on the setting they researched in lesson 1. Lesson 3 Induction module			
Evaluation						
2 12.9.22	Identify professional roles in settings Explain the role of different professionals Describe the qualifications required by professionals	Learners will understand the various roles and responsibilities of professionals working in educational settings British values: BV01, BV02, BV03, BV04, BV07, BV08, BV12 English: GEC1, GCE5, GEC6 Digital:	Element 1: Wider context 1.2 The learner must understand the different responsibilities of each of the identified roles, the entry requirements and possible career progression routes. Lesson 1 Starter Learners have 30 seconds to write as many professional roles in education as possible. Use the bingo boards. Compile a list: • EY practitioner • EY educator • room leader • teaching assistant (TA)	PowerPoint Fact sheet / display boards Bingo sheet Whiteboards Pens	Definitions Q&A Direct questions Completed fact sheet feedback	TKSD1 IBSD2 IBSD4

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		GDC1, GDC3 SHC care values: C1, C3, A1, A2, A3, R1, R2, R3, R4, E1, E2, E3	• teacher/Lecturer • head teacher • SENDCO • safeguarding officer • designated person • mental health lead • mentor/pastoral support • physical activity and nutrition coordinator (PANCO) • counsellor • careers adviser. Determine which settings these professionals work in. Are they full or part time? Is the role in addition to another role they have? Would they be classed as 'internal' or 'external' members of staff? In groups, learners to consider what is entailed with each job/profession. Lesson 2 Element 1 1.2 The learner must understand the different responsibilities of each of the identified roles, the entry requirements and possible career progression routes. Starter Match the statements and logos. This is a recap from the previous			
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			session on who regulates education. In pairs, learners to research the different qualifications needed for one or two professionals. Learners to complete a speed dating activity to gather all the information required to complete a flow chart on different professionals and their qualifications. Lesson 3 Induction module			
Evaluation						
3 19.9.22	Identify what is meant by reflection Explain the need for reflection in the EY and teaching sector Understand the key concepts of three main reflection models Apply the models to scenarios Identify the importance of receiving feedback	Learners will understand the need for reflective practice and the models that can be used to support reflection. British values: BV01, BV02, BV03, BV04, BV07, BV08, BV12 English:	Element 9: Reflective practice Lesson 1 Element 9 9.1 The learner must understand the key concepts of the reflection models. What is meant by reflection? Learners to write their own definition on sticky notes. Collate and discuss, then consider the dictionary term for it. Learners to be provided with a scenario they would be able to	Dictionary PowerPoint MS Teams Exam question Scenarios Feedback forms	Q&A Feedback Group work Exam question Discussion Self-reflection	TKSD1 TKSD2 TKSD5 IBSD9

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	Explain different methods of receiving feedback	GEC1, GCE5, GEC6 Digital: GDC1, GDC3 SHC care values: C1, C3, A1, A2, A3, R1, R2, R3, R4, E1, E2, E3	reflect on. Once this has been done, they are to provide their thoughts and what they did when they 'reflected'. Learners to explain why reflection is needed in EY and the teaching profession. Considerations to include: • improve own practice • improve outcomes for children • improve the setting • support other staff/parents/professionals. Provide information on the three main reflection models: Kolb; Gibbs; Boud, Keogh and Walker. At the end of each model, learners will discuss in groups how they would put the model into practice. They need to give practical examples. Feedback together. Evaluate the reflection models by considering the positives and negatives of each. Homework Complete an exam question on reflection models – needs to be sent and marked prior to the next lesson.			
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			Lesson 2 Element 9 9.3 The learner must understand the importance of receiving ongoing developmental feedback. Starter Give out a blank picture of each model, which learners are to label correctly as a recap. Tutor to return the homework to learners with feedback. Discuss the mark scheme of the exam question and what would be expected for a sufficient answer. There will be a section at the bottom for the learners to reflect on the exam question and the feedback provided. Learners to consider why feedback is given. How does it make them feel? What can they learn from it? Considerations to include: • improves performance • increases motivation • enhances both personal and professional growth • provides constructive criticism			
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			supports reflective practice to identify developmental needs. Learners to discuss different methods in which they can receive feedback and consider which way they prefer and why. Learners to then consider the various professionals working in settings – which methods of receiving developmental feedback are used? Prepare for formative assessment (FA) 1. Lesson 3 Induction module			
Evaluation						
4 26.9.22	Define the term ‘continuing professional development’ (CPD) Identify reasons for CPD Describe ways of completing CPD Evaluate ways of completing CPD	Learners will understand the range of CPD and how this supports their own practice as a practitioner British values: BV01, BV02, BV03, BV04,	Element 9 9.3 The learner must understand why practitioners must engage in CPD. Lesson 1 Starter What does CPD stand for? Ideas to be written on the mini whiteboards.	MS Teams PowerPoint 10-year plan CPD plan Peer assessment format Exam questions	Q&A Direct questions Feedback Discussion Group work	TKSD1 TKSD2 TKSD5 IBSD7 IBSD9

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	Explain what would happen if CPD did not occur in settings Create own CPD plan	BV07, BV08, BV12 English: GEC1, GCE5, GEC6 Digital: GDC1, GDC3 SHC care values: C1, C3, A1, A2, A3, R1, R2, R3, R4, E1, E2, E3	Have learners heard of this phrase? Where? What context? Discuss to further gain understanding of the concept. Once they understand what CPD is, learners to identify why professionals may undertake CPD. Create a list and discuss each point by considering the benefits it would have. Learners to split into small groups to consider different ways that CPD can be undertaken then evaluate these forms of CPD. Whole class to return after 10 minutes and share their thoughts to the rest of the class. Clarify any points or questions. Learners to read the news article on Vanessa George and watch the news briefing about the outcome of the investigation. Considering the areas for improvement, what CPD could be made available in this setting? Learners to identify their 10-year plan to support their future professional goal. Once this has been completed, learners are to complete a CPD plan on how they can achieve their goals.		Peer assessment and feedback Exam questions	
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Lesson 2

Element 9

9.4 The learner must understand how practitioners can meet their own developmental needs.

Starter

Reflect on their CPD plan again, now looking at it with fresh eyes. Is this plan achievable? Would they do anything different?

Learners to share their CPD plan with a partner, who peer assesses the plan and provides feedback.

Gaining this feedback, does it support the notion of improving performance, increasing motivation, etc., as in 9.3?

Learners to review the list of different CPD methods and make links to how this course will be completed.

Considerations to include:

- self-directed learning
- shadowing and visits
- external training
- appraisal, peer observation
- setting professional goals.

Lesson 3

			Induction module			
Evaluation						
5 3.10.22	Identify different curricula in educational establishments Distinguish between the different curricula and their main focus Create a parental guide on curricula Debate current priorities in education Friday, 22 October 2022 – staff development day	Learners will learn and practise the observation techniques to use when working on placement in the sector to support children's progress British values: BV01, BV02, BV03, BV04, BV07, BV08, BV12 English: GEC1, GCE5, GEC6 Digital: GDC1, GDC3 SHC care values: C1, C3, A1, A2, A3, R1, R2, R3, R4, E1, E2, E3	Element 2 2.1 Understand the origin and purpose of the early years foundation stage (EYFS) and the national curriculum for key stages 1–4. Lesson 1 Starter Matching game of curricula, age groups and different settings. Learners to be provided with an overview of the background to the educational system, its purpose, what it includes and what topics/subjects are covered across the various curricula. Who governs these settings? • EYFS 0–5 years • Primary education 5–11 years: key stages 1 and 2 • Secondary Education 11–16 years: key stages 3 and 4 • Post-16 education (A level / T Level)	PowerPoint MS Teams Peer assessment form	Q&A Discussion Paired work Fact sheet presentation	TKSD1 TKSD2 TKSD3 TKSD4 IBSD6

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			Learners to create an information guide for parents on all the curricula and what they could expect for their child as they progress through the educational system. Lesson 2 Element 9 9.2 The learner must understand the following current priorities and debates in education: • education reform • technology and education • children's health and wellbeing. Set up debates on these topics. Find articles and evidence that could support the debate. Homework What does pedagogy mean? Lesson 3 Induction module			
Evaluation						
6 10.10.22 Lesson 3:	1. Define the term pedagogy	Learners will be aware of and understand	Element 2: Supporting education	<i>Review specification for further details of</i>	Q&A Discussions	TKSD1 TKSD4 IBSD2

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Induction module 7. FA 1 Progression week 8 31.10.22 Lesson 3: Give one-to-one feedback to each learner following FA1: Learner to be given a sticky note where they are to write their actions, then they can add the action to etracker to support FA2 9 7.11.22 10 14.11.22	2. Identify factors that affect the way children learn 3. Determine key theoretical approaches and their influence in education 4. Implement theoretical approaches through exam questions	various theories and how they affect practice in educational settings British values: BV01, BV02, BV03, BV04, BV07, BV08, BV12 English: GEC1, GCE5, GEC6 Digital: GDC1, GDC3 SHC care values: C1, C3, A1, A2, A3, R1, R2, R3, R4, E1, E2, E3	2.3 The learner must understand the key concepts underpinning a range of theoretical approaches. Lessons 1 and 2 for four weeks 1. What does pedagogy mean? Have learners heard of this before? Discuss 2. Tenable game to determine different factors that affect how children learn 3. Each week to review different theoretical approaches: • Behaviourist approaches: ○ Bandura ○ Pavlov ○ Skinner ○ Thorndike ○ Watson • Cognitivist approaches: ○ Bruner ○ Dweck ○ Gagne ○ Piaget • Constructivist approach: ○ Bruner ○ Dewey ○ Piaget ○ Vygotsky • Humanist approach: ○ Bronfenbrenner ○ Knowles ○ Maslow ○ Rogers	<i>what needs to be covered in detail for each approach</i> Kahoot quiz PowerPoint Classroom resources Building blocks Exam questions Matching game Theories information packs Video clips Images of settings	Exam question quiz	
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			• Connectivist: ○ Siemans Use exam questions from mock exams: Paper A Q3 and Q6.			
Evaluation						
7 17.10.22						
FA 1 (written brochure)						
Evaluation						
24.10.22						
Progression week						
11 21.11.22	1. Determine key theoretical approaches and their influence in education 2. Implement theoretical approaches through exam questions 3. Determine if activities and environments are teacher or learner led 4. Justify links between teacher- and learner-led learning to different approaches	Learners will be aware of and understand various theories and how they affect practice in educational settings British values: BV01, BV02, BV03, BV04, BV07, BV08, BV12 English: GEC1, GCE5, GEC6	Element 2: Supporting education 2.3 The learner must understand the key concepts underpinning a range of theoretical approaches. Lesson 1 Elements1 and 2: Finish theorists from the previous weeks • Connectivist approach: ○ Downes ○ Siemens Lesson 2 1. Identify the following terms:	PowerPoint MS Teams Theory information Exam question Matching game Kahoot quiz	Q&A Discussions Exam question quiz	TKSD1 TKSD4 IBSD2

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		Digital: GDC1, GDC3 SHC care values: C1, C3, A1, A2, A3, R1, R2, R3, R4, E1, E2, E3	• ‘Teacher led’: places the teacher at the centre of the learning process, relying on traditional didactic instruction and a closely controlled environment and curriculum. • ‘Learner led’: places the learner in a more active role, using their own prior knowledge and problem-solving skills to collaborate, discuss and create new understanding, with the teacher as facilitator. 2. Learners to be presented with some images and video clips of activities and learning environments that will be available in various EY and school settings. Learners to determine whether they are teacher led or learner led and explain why. To recap the learners’ knowledge of the different learning approaches, learners are to link each approach to either teacher or learner led. They then have to justify their choices.			
Evaluation						

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Evaluation

13 5.12.22	1. Define the term 'metacognition' 2. Provide examples of metacognition practice 3. Create an activity for either Early Y or Assistant Teacher that supports metacognition 4. Peer assess activity plans	Learners will become aware of the learning process and understand how children will be supported in their education British values: BV01, BV02, BV03, BV04, BV07, BV08, BV12 English: GEC1, GCE5, GEC6 Digital: GDC1, GDC3 SHC care values: C1, C3, A1, A2, A3, R1, R2, R3, R4, E1, E2, E3	Element 2 2.4 The learner must understand the definition of metacognition: an understanding and awareness of one's own mental processes. Lesson 1 1. Explain what metacognition means to children's development and how this is encouraged by adults in education and Early Years. 2. Give examples of: • planning one's approach to a task • experimenting with ways to more effectively manage information • monitoring one's own comprehension of a task/text • using appropriate skills to solve a problem • practising strategies to improve memory	MS Teams PowerPoint Images Video clips of environments Activity plan Peer assessment	Q&A Discussion Direct questions Activity plan Peer assessment	TKSD1 TKSD3
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			- engaging in a dialogue with teachers about one's own progress - identifying distractions and planning how to minimise them - reflecting and self-correcting after learning/assessment. 3. Learners are to create an activity plan that is suitable for role and make links to metacognition (give 45 minutes for this task). 4. Learners are to reflect on their peer assessment and how this links to metacognition. - How does metacognition positively affect children and young people's education and achievement? Lesson 3 Give one-to-one feedback to each learner following FA2. Learner to be given a sticky note where they are to write their actions, then they can add the action to etracker to support FA3.			
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Evaluation						
14 12.12.22						
Block placement week						
Evaluation						
19.12.22 26.12.22						
Winter break						
15 2.1.23	Monday, 2 January – bank holiday 1. Identify factors affecting learning 2. Explain factors that may affect learning through case studies	Learners will gain an understanding of the environmental factors that can affect learning British values: BV01, BV02, BV03, BV04, BV07, BV08, BV12 English: GEC1, GCE5, GEC6 Digital: GDC1, GDC3 SHC care values:	Element 2 2.7 The learner must understand how personal educational and environmental factors may affect engagement and development in reading, literacy and mathematics. Starter Sticky notes with factors that affect their own learning. 1. Learners to work in groups to consider factors that can affect learning (<i>check the specifications for details under each heading</i>): - personal factors - educational factors - environmental factors. Each group to discuss what may affect engagement and learning	MS Teams Case studies ILP paperwork Wall display materials	Group discussions Q&A Direct questions Completed assessment Collaboration work	TKSD1 TKSD3 TKSD4 IBSD2

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		C1, C3, A1, A2, A3, R1, R2, R3, R4, E1, E2, E3	under the theme they have been given. Learners to regroup as a class and share their thoughts and discussions. 2. Learners to work individually to consider case studies, explain what issue is affecting the child and consider the short- and long-term effects on the child and their learning and development with a particular focus on reading, literacy and mathematics. Using the case study, learners to provide practical ways to overcome these issues and what support could be put in place for the child or young person. Discuss requirements for the FA week.			
Evaluation						
16 9.1.23	1. Identify the role of the practitioner/teacher 2. Create a fact sheet for the requirements of a practitioner	Learners will gain knowledge and understanding of the importance of the practitioner role and the impact they	Lesson 1 Element 2 2.2 The learner must understand how Teachers/Practitioners can effectively support children and young people in their education.	MS Teams Case studies ILP paperwork Wall display materials	Group discussions Q&A Direct questions	TKSD1 TKSD2 TKSD5 IBSD2 IBSD5

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	3. Explain how these behaviours and factors support children Demonstrate the effectiveness of staff members	have on children in education British values: BV01, BV02, BV03, BV04, BV07, BV08, BV12 English: GEC1, GCE5, GEC6 Digital: GDC1, GDC3 SHC care values: C1, C3, A1, A2, A3, R1, R2, R3, R4, E1, E2, E3	1. Learners to consider the necessary skills and attributes that teachers/practitioners need to be able to provide support for children and young people. 2. Create a fact sheet on the skills for effective teaching. These can be defined as the ability to: - involve children in planning their own learning - communicate clearly, using positive and appropriate language for age and stage of development - give effective feedback and facilitate children's and young people's self-assessment - manage own and others' time - manage behaviour - observe and assess individuals, providing tailored interventions through early identification - engage disengaged children and young people by involving them in their own learning and assessment. Attributes for professional teacher behaviour can be defined as:		Completed assessment Collaboration work	
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			• approachable • confident • empathic • knowledgeable • passionate • patient • positive • reflective • resourceful • respectful. Lesson 2 3. Learners to share their fact sheet from the previous lesson with a partner. The partner is to review the fact sheet and, using their partner learner's considerations, provide an explanation of why these factors and behaviours affect children's education. Using staff profiles and case studies, learners are to demonstrate their effectiveness in children's learning and education.			
Evaluation						
17 16.1.23	1. Explain what technologies are used for 2. Analyse the use of technologies	Learners will understand the different technologies that can be used to support	Lesson 1 Element 2 2.6 Understand why up-to-date and appropriate technology is important in effectively supporting children's	MS Teams PowerPoint	Q&A Direct questions Feedback	TKSD1

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	3. Determine age-appropriate feedback methods Critique feedback methods	learning in educational settings British values: BV01, BV02, BV03, BV04, BV07, BV08, BV12 English: GEC1, GCE5, GEC6 Digital: GDC1, GDC3 SHC care values: C1, C3, A1, A2, A3, R1, R2, R3, R4, E1, E2, E3	and young people's educational development. Starter Learners to consider the different types of technology used in settings (what they have observed or used when on placement). Learners to use the whiteboard facility on MS Teams for this aspect. 1. Why are technologies being used in education? What is their purpose? How does the technology support learning and development? Discussion needs to include: - tracking children and young people's progress - easily sharing information - using a variety of media to introduce and explore a topic - planning and designing suitable online and offline learning materials and assessments - equipping children and young people to navigate a vast amount of information and evaluate the validity of sources	Technologies to support learning and development Mock exam question Whiteboard Pens Top tips resources	Collaboration Exam question	
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			• making learning accessible for children and young people with SEND • communicating and collaborating safely with children and young people online • modelling legal, ethical and secure methods of accessing and using online data and media • helping to prepare children and young people for future careers and digital citizenship. 2. Learners to analyse the different technologies by considering the benefits to staff, learners, parents/carers of using them, what barriers may be faced with technologies and how they could be overcome. This can be completed through a mock exam style question. Homework Self-reflection. Lesson 2 Element 2 2.5 Understand how practitioners provide effective feedback and why it is important in supporting children and young people's education development.			
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Homework should have been completed: learners to share their initial thoughts with a partner on the different methods of gaining feedback. Board blast their responses.

3. Discuss the different methods and consider which age group of children they would be most suitable for.

Through the discussion, learners are to understand the need for feedback and how it should support learning and development and encourage learners to become more 'self-directed' in their learning.

4. Learners critique feedback they have received. What was good about it? What could have been improved?

Learners to consider the following in their critique:

- Was it timely?
- Was it clear and detailed?
- Was it relevant to the criteria?
- Did it suggest where you need to develop further?
- Action-orientated?
- Ongoing?

			Interactive? Following this, learners are to produce a 'top tips' for practitioners and teachers when providing feedback to learners. Homework Complete two exam style questions Paper A: Q4a and Q4b			
Evaluation						
18 23.1.23 FA 3						
Evaluation						
19 30.1.23 Lesson 3: Give one-to-one feedback to each learner following FA3: Learner to be given a sticky note where they are to write their actions,	1. Define 'formative assessment' and 'summative assessment' 2. Determine assessment types 3. Understand that assessment is statutory 4. Explain the use of assessments in the wider context of education, eg, performance tables	Learners will understand the differences between formative and summative assessment and the types of assessment that can be completed to track children's progress British values: BV01, BV02, BV03, BV04,	Element 8 8.2: Understand the different purposes of formative and summative assessment. Lesson 1 1. Define the two terms 'formative assessment' and 'summative assessment'. 2. Consider the purpose of these two different types of assessments and provide examples for each assessment type.	MS Teams PowerPoint Assessment types Debate structure	Q&A Direct questions Discussion Debate Collaboration	TKSD1 TKSD3 TKSD4

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then they can add the action to etracker to support FA4	5. Debate the use of statutory assessments 6. Identify observation techniques 7. Practise the use of observation techniques 8. Evaluate observation techniques	BV07, BV08, BV12 English: GEC1, GCE5, GEC6 Digital: GDC1, GDC3 SHC care values: C1, C3, A1, A2, A3, R1, R2, R3, R4, E1, E2, E3	Learners to be presented with different types of assessment, consider whether they are formative or summative assessment and explain their reasons. Element 8 8.1 Understand the purpose of national assessments and benchmarks. 3. The learners must understand that national assessments are statutory assessments of skills, knowledge and understanding in the EYFS and national curriculum key stages. Recap when statutory assessments occur across all key stages from 0–19. 4. Discuss that assessments are used to: • track and record children and young people's achievement • promote standards and confidence in the national curriculum • support the regulation of state-funded education provision. Consider which groups benefit from assessments: children,			
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			parents/carers, the school, Lancashire, Ofsted and the government. Consider performance tables for schools in the community. How do they compare locally, across Lancashire or nationally? What does this information tell you? Who is it useful for? 5. Split the class into three groups, each of which will need to create both an argument for and against the use of statutory assessments across all key stages. Each group will create notes together for their argument. They may wish to add data and statistics to support their argument. The debate will be on the following assessments: • EYFS • years 2 and 6 SATs • secondary examinations. The debate will be conducted in college. Homework Complete Q7 and Q9 from paper B using the mark scheme. Element 8			
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8.3 Understand the purpose of accurately observing, recording and reporting on children's and young people's participation, conceptual understanding and progress.

Lesson 2

**Week 20: Lessons 1 and 2
(three lessons in total)**

6. Introduce the observation cycle. Consider the reasons why the adult in childcare and education observes, tracks and monitors children and young people, and how the feedback from observations can support teaching and learning, intervention and inform future practice for teaching and learning.

Learners must be informed about how observations may be carried out across childcare and education provision, including planning next steps, formal review, intervention and welfare.

Learners should be able to identify and appreciate a range of different methods and approaches to observation, and recognise why some methods and approaches may be more suitable than others,

			depending on the particular circumstances and purpose of observing. 7. Practise using a range of observation techniques using the video. 8. Evaluate observations, using the EYFS and national curriculum document, and what the next steps would be to support development. Provide a variety of observation videos for learners to practise using different techniques and to interpret their observations by making links to the relevant curriculum. Homework Learners to create a checklist observation that could be used on placement over the next two weeks.			
Evaluation						
20 6.2.23	Friday, 10 February – staff development day 1. Explain the role of professionals in the observation and assessment process	Learners will understand assessment types and the practitioner's role in and	Element 8 8.4 Understand different roles that practitioners play in assessment processes. Lesson 1	MS Teams PowerPoint Images of families Video clips	Q&A Direct questions Discussion	TKSD1 TKSD2 TKSD4

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	2. Compare professionals and their roles in observation and assessment 3. Identify characteristics of family structures 4. Explain any trends in changes to family structures 5. Identify parenting styles Examine the importance of being sensitive to parenting styles	responsibility for assessment British values: BV01, BV02, BV03, BV04, BV07, BV08, BV12 English: GEC1, GCE5, GEC6 Digital: GDC1, GDC3 SHC care values: C1, C3, A1, A2, A3, R1, R2, R3, R4, E1, E2, E3	1. Learners must be aware of the role of the assessors, coaches, mentors, EY practitioners and teachers in relation to assessment, and they must be able to appreciate each individual role and responsibilities. The learners must have an overview of the different roles that practitioners play in assessment processes and requirements. Practitioners must include: - EY practitioners: - observe, record and review children's progress - assess children's individual needs - plan activities and support - teachers/lecturers/tutors: - track children's and young people's understanding and progress - provide targeted feedback to enable children and young people to improve - prepare children and young people for national assessments - assessors:	'Billy' case study Matching game Flip chart paper Pens Exam questions	Feedback Experience shared Exam questions completed	
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			○ assess individuals' performance and relevant knowledge ○ ensure that the standards and requirements of the specification are met ● coaches/mentors: ○ set and review key performance indicators ○ advise on how to improve individual performance. Learners to complete an independent research task on these different practitioners to create an information prospectus on practitioners, their roles throughout the assessment process and which regulatory body supports them. 2. Learners are to conclude their information booklet with a comparison of the roles and responsibilities in the assessment process. Lesson 2 Theme 5: Partnership working Elements 5 and 6 Element 5			
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			5.2 Understand characteristics of family structures and parenting styles. Class discussion on the term 'family': • What are the expectations of a family? • What can impact on such expectations? 3. Tutor to show images of different families and ask learners to consider what they see. Can they name the type of family structure? Family structures to include: • nuclear • single Parent • extended • foster/adoptive • blended/step. 4. Teacher to show statistics on family structures in the UK that identify the number of different family structures. Learners to review this information for any trends in the data and significant increases, then explain possible causes, etc.			
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			5. Learners to consider different parenting styles. What characteristics do they see in their own parents/carer? Can they relate to any of these? Are there any implications for parent–child relationships? • Authoritarian • Permissive • Authoritative • Instinctive • Uninvolved • Helicopter Watch the video clips to demonstrate different parenting styles and match the correct style to the clip. 6. Group to discuss why it is important to be sensitive and non-judgemental to differing parenting styles and family contexts. Discussion to include how this approach: • values and respects families • contributes to inclusion in planning and provision • informs understanding of positive and negative behaviour			
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			• informs understanding of developmental delay • informs strategies used to support behaviour and development • ensures fair and inclusive practice. Discuss how parenting styles and structures can affect the role of the practitioner under each of these heading and the importance of partnership working with parents/carers. Homework Learners to use the case study of Billy to consider the importance of being sensitive to different family situations.			
Evaluation						
13.2.23						
Progression week						
21 20.2.23	1. Explain the advantages of working with parents/carers 2. Provide practical experience for working in partnership with parents/carers	As a practitioner, learners need to be aware of the importance of working in partnership with parents/carers	Lesson 1 Element 5 5.1: Understand the advantages of working with parents, carers and wider families to support children and young people.	MS Teams PowerPoint Images of families Video clips 'Billy' case study	Q&A Direct questions Discussion Feedback	TKSD1 TKSD2 IBSD1 IBSD2 IBSD8

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	3. Identify potential barriers between practitioners and parents/carers 4. Explain ways to overcome such barriers 5. Analyse the impact of barriers to partnership working on the child or young person to their education and learning	British values: BV01, BV02, BV03, BV04, BV07, BV08, BV12 English: GEC1, GCE5, GEC6 Digital: GDC1, GDC3 SHC care values: C1, C3, A1, A2, A3, R1, R2, R3, R4, E1, E2, E3	1. Learners to consider the advantages of working in partnership with parents/carers and wider families and the advantages this has for children and young people. This can also be put into the context of the school type, expectations, ethos and vision in terms of: • creating a shared level of expectations • making transitions smoother • supporting learning and development at home • inviting contributions from families • sharing information • supporting the child or young person's wellbeing • making decisions and advocating different courses of action. The class can split into EY and AT <u>different specialisms</u> to consider these points (round robin). 2. Learners to provide practical practice that demonstrates partnership working under the above headings.	Matching game Flip chart paper Pens Exam questions	Experience shared Exam questions completed	
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Each group to share their ideas and highlight the similarities.

Homework

Exam questions Paper A: Q18, Q20, Q21 and Q22

Lesson 2

Element 5

5.3 Understand possible barriers to effective partnership with parents/carers.

3. Learners should be able to explore barriers to parental involvement such as:
 - time
 - accessibility
 - own experience, educational anxieties and aspirations
 - language and terminology.
4. Discuss how to overcome possible barriers to building effective partnerships with parents, carers and wider families.
5. The learners must understand the possible barriers to effective partnerships with parents, carers and wider families. This may include:

			• time constraints • work commitments • limited resources • mistrust from families • English as a second language • special educational needs or disabilities • family members' own negative educational experiences. The learners must understand a range of ways of overcoming possible barriers, including but not limited to: • offering an open-door policy to hear parents'/carers' questions or concerns (policy and procedure in line with organisational requirements) • encouraging home communication diaries/journals (including the key person relationship in settings) • providing secure family forums and apps • using parent/carer questionnaires • using regular telephone or email contact • ensuring the building is accessible			
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			• organising open days/evenings • using translators or advocates • offering home visits. Working in small groups, learners should be able to describe why and how each one of these factors may affect parental involvement and how the practitioner may be able to support the parent/carer and family to be actively involved in their child's education. Learners to analyse the effect of barriers to partnership working occurring and how this may affect the child or young person and their education, learning and development, as well as the affect this may have on the wider community (bad reputation for the school, etc.).			
Evaluation						
22 27.2.23	1. Highlight the need for external agency support for parents/carers 2. Research agencies and professionals	Learners will learn the importance of working in partnership with parents/carers and how to build	Lessons 1 and 2 Element 5 5.4 Understand where to find a range of reliable resources to support parents, carers and wider families.	Display materials Fact file Job specs for professionals	Q&A Direct questions Feedback Discussions	TKSD1 TKSD2 IBSD1 IBSD5 IBSD6

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	3. Create a display about the information gathered	relationships with them British values: BV01, BV02, BV03, BV04, BV07, BV08, BV12 English: GEC1, GCE5, GEC6 Digital: GDC1, GDC3 SHC care values: C1, C3, A1, A2, A3, R1, R2, R3, R4, E1, E2, E3	Element 6 6.1 Understand how agencies and services support children, parents/carers and wider families. Element 6 6.2 Understand the roles of other professionals in supporting children, parents/carers and families. Learners to create a wall display on the information and support that could be sought from: • charities • NHS • healthcare centres • community centres • Citizens' Advice Bureau. To be included: • charities ○ Family Action ○ Family Rights Group ○ Action for Children • public services ○ NHS ○ CAMHS ○ Children's Services • local education authorities ○ School and colleges ○ Special educational needs review team.	Agency leaflets/information Peer assessment form	Presentations Display of information Peer feedback	
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			Learners are to link the following professionals to their agencies: • educational psychologist • GP • school nurse • health visitor • social worker • area SENDCO • youth worker • counsellor • occupational therapist • speech and language therapist • mental health first aider. Homework Complete exam question: Paper A Q20			
Evaluation						
23 6.3.23	1. Identify reasons for working collaboratively 2. Explain how to work collaboratively Apply knowledge of working collaboratively through case studies	Learners will gain knowledge of the various professionals and agencies that can support children and families British values: BV01, BV02, BV03, BV04,	Lesson 1 Element 6.2 Understand the benefits of working collaboratively with other agencies and professionals for improved outcomes. Starter Individual questions on professionals and agencies from the previous week.	Recap questions Whiteboard Pens Flip chart Case studies	Q&A Direct questions Discussions Feedback Collaboration Case studies	TKSD1 TKSD2 IBSD6

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		BV07, BV08, BV12 English: GEC1, GCE5, GEC6 Digital: GDC1, GDC3 SHC care values: C1, C3, A1, A2, A3, R1, R2, R3, R4, E1, E2, E3	Learners to consider what the benefits to working collaboratively are. This may include: • working towards shared goals • accessing advice and support • sharing skills, knowledge and expertise • improving referrals • supporting family background, culture and values. Lesson 2 Element 6.3 Understand how to work collaboratively with other agencies and professionals. Learners to consider how they can work collaboratively with others, using practical aspects from their work experience and what they have observed or witnessed. This may include: • communicating openly and effectively • planning collaboratively • maintaining confidentiality and protecting sensitive data			
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			- gaining parental consent when appropriate - reporting concerns and referrals - following relevant policies and procedures. Apply this knowledge through a series of case studies.			
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Evaluation

24

13.3.23

FA 4

Evaluation

25 20.3.23	- Determine the difference between personal and professional relationships - Identify characteristics of a professional relationship - Explain how partnership working can be achieved - Explain the professional boundaries when using social media - Create an information leaflet for professionals	Learners will learn how to maintain professional relationships and boundaries British values: BV01, BV02, BV03, BV04, BV07, BV08, BV12 English: GEC1, GCE5, GEC6 Digital:	Lessons 1 and 2 Element 6.4 Understand why practitioners establish and maintain professional boundaries and relationships. - Identify the difference between personal and professional relationships. Learners to be provided with different categories of people and professionals then determine whether the relationship should be personal or professional. - Once this has been discussed, learners are to consider the	Whiteboards Pens Flip chart MS Teams Leaflet resources	Q&A Direct questions Discussions Feedback Collaboration	TKSD1 TKSD2 IBSD1 IBSD4 IBSD6
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	on the use of social media	GDC1, GDC3 SHC care values: C1, C3, A1, A2, A3, R1, R2, R3, R4, E1, E2, E3	characteristics of a professional relationship. This may include: • facilitating partnership working • protecting emotional wellbeing • respecting children's and young people's privacy • avoiding distraction from the practitioner's role • providing structure and expectations • reducing conflict • promoting safeguarding and preventing the misuse of power • maintaining confidentiality. 3. Learners are to consider practical approaches to professional partnerships and how the above list can be achieved. 4. As a practitioner, learners are to consider the boundaries when they use social media. What rules should they follow and why? Reasons why may include: • professional boundaries • effective partnership working • confidentiality • safeguarding.			
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			5. Learners to create an information leaflet for a new member of staff in their setting to explain the professional boundaries and use of social media. Lesson 3 Give one-to-one feedback to each learner following FA4. Learner to be given a sticky note where they are to write their actions, then they can add the action to etracker to support the end-of-year exam.			
Evaluation						
3.4.23 10.4.23	Spring break					

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