EARLY CHILDHOOD SERVICES

OCCUPATIONAL STANDARDS

EARLY CHILDHOOD CARE, EDUCATION AND DEVELOPMENT

NVQ-J LEVELS I, II & III

Produced by the
TVET Resource Centre
for the
National Council on Technical and Vocational Education and Training (NCTVET)
Gordon Town Road,
Kingston 6, Jamaica
1998

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ACKNOWLEDGEMENT

These Occupational Standards for Early Childhood Workers were developed through the collaborative efforts of the Early Childhood Care, Education and Development Lead Group, the HEART Trust/National Training Agency, the University of the West Indies, through the Child Focus Project and technical experts in the occupation.

The National Council on Technical and Vocational Education and Training (NCTVET) wishes to acknowledge the invaluable contributions made by the following in the development and production of these standards: -

**HEART Trust/NTA**
The HEART Trust/National Training Agency for providing technical and other support resources in the development of the standards.

**Early Childhood Care, Education and Development Lead Group**
The Chairperson and members of the Early Childhood Care, Education and Development Lead Group who gave their time and expertise towards the development of the standards.

Sian Williams, Chairperson,
Project Coordinator, Child Focus Project, University of the West Indies

Yvonne Allison-Opebiyi, Health Consultant

Gerlin Bean, 3D Project, Spanish Town

Pauline Campbell, McCam Centre

Dr. Kerida McDonald, Education Consultant, United Nation International Children Education Fund (UNICEF)

Marion McLarty, Day Care Unit, Ministry of Health

Eugena Robinson, Integration of Early Childhood Services, Ministry of Education, Youth and Culture

Claudette Wilmot, 3D Project, Spanish Town

Thanks are also due to:
The following organisations:-

The Child Focus Project of The University of the West Indies, funded by the World Bank.

The Caribbean Child Development Centre, School of Continuing Studies – The University of the West Indies.

The Institute of Education - The University of the West Indies.

Participants in consultation workshops who provided valuable technical feedback:

Adele Brown, Head of Professional Development Unit, Ministry of Education, Youth and Culture
Fitz Brown, Director, Day Care Unit, Ministry of Health
Janet Brown, Tutor Coordinator, Caribbean Child Development Centre, University of the West Indies
Christopher Clarke, Programme Coordinator, Early Childhood Education Programme, University of the West Indies
Myrtle Daley, Education Consultant
Rose Davies, Lecturer, Institute of Education, University of the West Indies
Lorisse DaCosta, Tropical Metabolism Research Unit, University of the West Indies
Yvet Dennis, Tutor, Early Childhood Certificate Course, School of Continuing Studies, University of the West Indies,
Sonia Ebanks, Basic Education and Early Childhood Programme Officer, UNICEF
Joyce Jarrett, Roving Caregivers Programme, Rural Families Support Organisation
Norma Reid, Executive Committee Member, Day Care Association
Wanda Rhodd, Day Care Association
Enid Simpson, Acting Assistant Chief Education Officer, Early Childhood Unit, Ministry of Education and Culture
Freda Thomas, Director, Revitalisation of Basic Schools Project
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Glossary of Terms .........................................................................................
INTRODUCTION

Standardisation

The HEART Trust/NTA as empowered by the HEART Act of 1982, is the agency mandated to co-
ordinate, facilitate and enable the development and growth of Technical Vocational Education and
Training within the Jamaican TVET System. The Agency through modes of training interventions
intends to help ensure that there exists a supply of trained and skilled workers to service labour-
market needs and thereby contribute to the productivity of the Jamaican economy. The
organisation by way of its policy seeks to have developed and established approved national
occupational standards derived from industry specifications, to guide the developmental training,
assessment and certification within the Jamaican TVET System.

The National Council on Technical and Vocational Education and Training (NCTVET) created by
the amended HEART Trust Act 1994 is empowered to approve standards and award certifications
based on these standards. The NCTVET has developed for Jamaica, a scheme of National
Vocational Qualifications (NVQ's) which presently consists of five levels of training and certification.

The National Vocational Qualifications of Jamaica (NVQ-J's) incorporates industry derived
standards and forms the basis for national occupational certification. The NVQ-J's offers individuals
the opportunity to have their training and/or work experience achievement nationally recognised.

The NCTVET's appointed industry lead group (in this case the Early Childhood Care, Education
and Development Lead Group) is responsible for specifying and recommending to the NCTVET the
standards to be approved.

The NCTVET recognises that in allocating NVQ-J levels to occupational standards it may
sometimes be breaking new ground. Where this is so, it will be based on the careful deliberations
of the relevant Industry Lead Group. When new structures are recommended they will be kept
under review.
**Format of the Standards**

The standards are derived from a functional analysis of the work of Early Childhood Workers in the occupation and are drafted and formatted in accordance with the standards development procedures of the HEART Trust/NTA. The presentation of the standards is in the following format:

- Definition of the KEY PURPOSE of the Industry.
- Definition of the KEY ROLE of the Occupation.
- Identification of major functions within the KEY ROLE.
- Sub-division of major functions into elements which describe work activities an individual performs.

Each element contains a set of performance criteria which defines what constitutes competent performance and also includes a Range Statement which indicates the situations, conditions, work methods, context and so on in which the competent performance of the element should be displayed. An element, its performance criteria and range statement constitute a standard of competence.

**Coverage of the Standards**

The standards on Early Childhood Workers contained herein relate to work activities at the operational level within the occupation. The Early Childhood Care, Education and Development Lead Group has recommended these Standards as covering the NVQ-J Levels 1, 2 & 3 of the NCTVET’s qualification structure. The standards relate to the minimum acceptable level and quality of performance outcome.

**Method of Development**

These standards for Early Childhood Workers were developed through research of resource materials, the involvement of the Early Childhood Care Education and Development Lead Group and technical experts. In order to ensure that the standards remain relevant and responsive to the needs of the industry, feedback will be obtained from industry and sector study research data. These information sources along with the inputs of the Lead Group will be utilised in reviewing and updating the standards.
JOB TITLE: EARLY CHILDHOOD WORKERS

Nature of Work
Early childhood workers provide for and facilitate the physical, nutritional, social, emotional, cognitive and cultural care, education and development of young children. They stimulate and facilitate language development, physical growth, social and emotional stability and development of and between individual children; manage children's behaviour including being responsive to persistent problem behaviour; plan, implement and evaluate creative, exploratory and other play activities. Encourage the development of sensory awareness and motor, cognitive, communication and representation skills of and between individual children; identify abused children and take appropriate actions for protecting such children; observe and record data on the development of children; maintain the safety of children’s environment; use first aid; establish and maintain a child oriented and stimulating environment; make toys and learning resources; assist parents/guardians in understanding and becoming involved in children's activities; contribute to the development of effective and harmonious team work.

Early childhood workers may be required to supervise staff in the physical, nutritional, social, emotional, cognitive and cultural care, education and development of children. Provide structures for optimising the physical care nourishment, stimulation and development of children; promote children's social and emotional development; facilitate the framework and policy development for the appropriate management of children's behaviour; direct the planning, implementation and evaluation of activities for children; promote children's sensory and motor development, the development of language levels, communication abilities, imaginative expressions; establish and implement procedures for child protection; design programmes to address developmental problems in children; establish and maintain health and safety policies and emergency procedures; promote the understanding of and involvement in children's activities by parents/guardians; perform administrative functions including admissions, agreements with parents/guardians, personnel procedures; report to management including sponsors, government or funding agencies; maintain and develop a harmonious and efficient work environment including conflict resolution. Administer payroll, bookkeeping, petty cash.
Prepare and make returns; implement budget, staff development and training plans; establish information and communication systems; maintain and control stock.

Early childhood workers may work with a specific age group of children, for example, from three years to eight years, or with children of all ages between three months and eight years. Children with disabilities and learning difficulties may be included across the age range. Workers may care and provide nourishment for ill children.

Early childhood workers may be designated child care promoters or home visitors, community home trainers, community rehabilitation workers, senior child care promoters or home visitors, nannies, nursery assistants, nursery attendants, nursery caregivers, para-professional pre-school teaching assistants, senior nursery assistants, senior nursery attendants, senior nursery caregivers, para-professional pre-school teachers, day care supervisors or coordinators, small home-based nursery operators, small day care centre operators (up to 20 children); senior day care supervisors or coordinators, day care managers (of facilities with between 20 and 50 children), pre-school supervisors.

**JOB TITLE:  CHILD CARE PROMOTERS/ HOME VISITORS**

**Nature of Work**

Childcare Promoters/ Home Visitors bring child rearing messages to parents and provide them with support and encouragement with their role as parents: Advice on stimulation, nutritional care, social and emotional development, personal hygiene; response to illness and provision of opportunities for children rest or sleep. Health and hygiene practices, social and emotional development; children interaction with each other; development of self reliance and self esteem; to recognize, express and deal with feelings. Promotion of positive aspects and manage inappropriate aspects of children’s behaviour. How to support children’s involvement in activities, facilitate creative expression, cognitive awareness and conceptual understanding. Identify and record developmental status and deviations from the norm using basic screening instruments to record observations. Develop relationships, exchange information and implement settling in arrangements with parents/guardians. Carry out work allocated; provide feedback on work carried out; relate to colleagues in the work setting.

**JOB TITLE:  NURSERY ASSISTANTS/ATTENDANTS/CAREGIVERS/NANNIES**
**Nature of Work**

Nursery Assistants/Attendants/Caregivers/Nannies are responsible for children in place of their parents: They Prepare food and drinks; contribute to hygiene; respond to illness and provide opportunities for children’s rest or sleep; sterilize feeding utensils; prepare and feed infants; introduce complementary feeding, bathe, change nappies and dress infants; clean and maintain clothing and equipment. Help children to interact with others; to develop self-reliance and self esteem; to recognize, express and deal with their feelings. Promote positive aspects and manage inappropriate aspects of children’s behaviour. Maintain a safe, stimulating environment and adequate supervision of children. Apply emergency procedures; respond to accidents or injuries; ensure children’s safety. Carry out work allocated; provide feedback on work carried out.

**JOB TITLE: PARA-PROFESSIONAL PRE-SCHOOL TEACHERS**

**Nature of Work**

Provide stimulation and promote and support the social and emotional development of children: Respond to illness and provide opportunities for children’s rest or sleep. Help children to interact with others; to develop self-reliance and self-esteem; to recognize, express and deal with their feelings. Prepare children for a change of environment; to adjust to a new environment. Promote positive aspects and manage inappropriate aspects of children’s behaviour. Support children’s involvement in activities, facilitate creative expression through art, music and movement activities. Engage the interest of children in story telling; display objects of interest for children to observe, explore and discover; assist children in simple food preparation activities; play games with children. Increase cognitive awareness and conceptual understanding; listen and respond to talk and expressions; encourage communication between children. Identify and record developmental status and deviations from the norm; use basic screening instruments to record observations. Maintain a safe, attractive stimulating and reassuring environment and adequate supervision of children. Apply emergency procedures; respond to accidents or injuries; ensure children’s safety on outings.
Arrange natural and other materials for creative play; arrange large equipment for physical play activities; provide opportunities and materials to stimulate role-play; set out a selection of books to interest children. Source and collect no/low cost materials for making learning resources; make learning resources; help children to make toys. Develop relationships with parents/guardians of young children; implement settling in arrangements with parents/guardians; exchange information with parents/guardians and facilitate the involvement of parents/guardians in children’s care and development. Carry out work allocated; provide feedback on work carried out; relate to colleagues in the work setting.
INDUSTRY: EARLY CHILDHOOD SERVICES

KEY PURPOSE: PROMOTING QUALITY EARLY CHILDHOOD CARE, EDUCATION AND DEVELOPMENT

KEY ROLE: PROVIDING THE RESOURCES AND EXPERIENCES TO ENHANCE AND FACILITATE EARLY CHILDHOOD CARE, EDUCATION AND DEVELOPMENT

**SPREAD OF FUNCTIONS AND ELEMENTS ACROSS NVQ-J LEVELS**

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<td>ELEMENT:</td>
<td>EC1.1</td>
<td>Provide children with food and drinks</td>
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<td>EC1.2</td>
<td>Contribute to children’s personal hygiene</td>
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<td>EC1.3</td>
<td>Respond to illness in a child</td>
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<td>EC1.4</td>
<td>Provide opportunities for children to rest or sleep</td>
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<td>EC1.5</td>
<td>Plan routines for physical and nutritional care of children</td>
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<td>EC1.6</td>
<td>Provide structure for optimal physical and nutritional development of children</td>
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<td><strong>FUNCTION: EC2 PROVIDING STIMULATION AND CARE FOR INFANTS</strong></td>
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<td>ELEMENT:</td>
<td>EC 2.1</td>
<td>Stimulate infants to encourage their development</td>
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<td></td>
<td>EC 2.2</td>
<td>Sterilise feeding utensils</td>
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<td></td>
<td>EC 2.3</td>
<td>Prepare feed for infants</td>
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<td>EC 2.4</td>
<td>Feed infants</td>
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<td>EC 2.5</td>
<td>Introduce complementary feeding to infants</td>
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<td>EC 2.6</td>
<td>Bathe infants</td>
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<td>EC 2.7</td>
<td>Change nappies and dress infants</td>
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<td>EC 2.8</td>
<td>Clean and maintain infants clothing and equipment</td>
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<td>EC 2.9</td>
<td>Promote the language development of infants</td>
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<td>Fulfil the nutritional needs of infants</td>
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<td>Manage the physical care of infants</td>
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<td>Promote the physical growth and development of infants</td>
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<td>EC 2.13</td>
<td>Create a developmental programme for infants</td>
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<td>ELEMENT:</td>
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<td>EC 3.1</td>
<td>Help children to interact with others</td>
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<td>EC 3.2</td>
<td>Help children to develop self reliance and self esteem</td>
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<td>EC 3.3</td>
<td>Help children to recognise, express and deal with their feelings</td>
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<td>EC 3.4</td>
<td>Prepare children for a change of environment</td>
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<td>EC 3.5</td>
<td>Help children to adjust to a new environment</td>
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<td>EC 3.6</td>
<td>Facilitate children learning through social play</td>
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<td>EC 3.7</td>
<td>Observe and respond to children’s interactions with each other and with adults</td>
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<td>EC 3.8</td>
<td>Promote development of children’s positive self-image and identity</td>
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<td>EC 3.9</td>
<td>Promote children’s social and emotional development</td>
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<td>EC 4.1</td>
<td>Contribute to a framework for guiding children’s behaviour</td>
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<td>EC 4.2</td>
<td>Promote positive aspects of children’s behaviour</td>
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<td>EC 4.3</td>
<td>Manage inappropriate aspects of children’s behaviour</td>
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<td>EC 4.4</td>
<td>Respond to persistent problem behaviour</td>
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<td>EC 4.5</td>
<td>Establish a framework and develop policies for the appropriate management of children’s behaviour</td>
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<td>FUNCTION: EC5.</td>
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<td>PLANNING, IMPLEMENTING AND EVALUATING DAILY ACTIVITY PLANS FOR CHILDREN</td>
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<tr>
<td>ELEMENT:</td>
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<tr>
<td>EC 5.1</td>
<td>Support children’s involvement in activities</td>
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<td>EC 5.2</td>
<td>Facilitate children’s creative expression through art, music and movement activities</td>
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<td>EC 5.3</td>
<td>Engage the interest of children in story telling</td>
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<td>EC 5.4</td>
<td>Display objects of interest for children to observe, explore and discover</td>
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<td>EC 5.5</td>
<td>Assist children in a simple food and preparation activity</td>
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<td>EC 5.6</td>
<td>Play games with children</td>
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<td>EC 5.7</td>
<td>Plan activities and experiences to facilitate children’s learning and development</td>
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<td>EC 5.8</td>
<td>Implement activities and experiences planned for children</td>
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<td>EC 5.9</td>
<td>Evaluate activities and experiences planned for children</td>
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<td>EC 5.10</td>
<td>Direct the planning, implementation and evaluation of activities for children</td>
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<td>FUNCTION &amp; ELEMENT</td>
<td>NVQ-J LEVELS</td>
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<tr>
<td>FUNCTION: EC6.</td>
<td>PROMOTING CHILDREN’S SENSORY AND MOTOR DEVELOPMENT</td>
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<td>ELEMENT:</td>
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<tr>
<td>EC 6.1</td>
<td>Help children to develop awareness and understanding of sensory experiences</td>
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<tr>
<td>EC 6.2</td>
<td>Provide opportunities for children’s exercise</td>
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<tr>
<td>EC 6.3</td>
<td>Help children to develop confidence in movement</td>
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<tr>
<td>EC 6.4</td>
<td>Help children to develop motor skills</td>
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<tr>
<td>EC 6.5</td>
<td>Promote children’s sensory and motor development</td>
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<tr>
<td>FUNCTION: EC7.</td>
<td>PROMOTING AND SUPPORTING COGNITION AND COMMUNICATION SKILLS IN CHILDREN</td>
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<td>ELEMENT:</td>
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<tr>
<td>EC 7.1</td>
<td>Increase children’s cognitive awareness and conceptual understanding</td>
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<td>EC 7.2</td>
<td>Listen and respond to children’s talk and expressions</td>
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<td>EC 7.3</td>
<td>Encourage communication between children</td>
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<td>EC 7.4</td>
<td>Help children to develop their attention span and memory</td>
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<tr>
<td>EC 7.5</td>
<td>Help children to understand basic concepts</td>
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<tr>
<td>EC 7.6</td>
<td>Help children to express their imagination and creativity</td>
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<tr>
<td>EC 7.7</td>
<td>Develop the language levels and communication abilities of individual children</td>
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<td>EC 7.8</td>
<td>Facilitate communication with individual children</td>
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<td>EC 7.9</td>
<td>Extend and reinforce children’s communication skills</td>
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<tr>
<td>EC 7.10</td>
<td>Promote children’s communication skills in a group</td>
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<tr>
<td>EC 7.11</td>
<td>Help children to represent their experience</td>
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<tr>
<td>EC 7.12</td>
<td>Share books, stories and rhymes with children</td>
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<td>EC 7.13</td>
<td>Develop cognition and imaginative expression in children</td>
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<td>FUNCTION &amp; ELEMENT</td>
<td>NVQ-J LEVELS</td>
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<td>**FUNCTION: EC8.  ** OBSERVING/DETECTING AND RESPONDING TO SIGNS OF ABUSE IN CHILDREN</td>
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<td><strong>ELEMENT:</strong></td>
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<tr>
<td>EC 8.1 Identify signs and symptoms of possible abuse</td>
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<td>EC 8.2 Respond to a child’s disclosure of possible abuse or neglect</td>
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<tr>
<td>EC 8.3 Provide information on incidents of child abuse and neglect</td>
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<td>EC 8.4 Care for abused or neglected children</td>
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<td>EC 8.5 Help children to protect themselves from abuse</td>
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<tr>
<td>EC 8.6 Establish and implement procedures for child protection</td>
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<td>**FUNCTION: EC9.  ** OBSERVING/RECORDING DEVELOPMENT OF CHILDREN AND TAKING APPROPRIATE ACTION</td>
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<td><strong>ELEMENT:</strong></td>
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<tr>
<td>EC 9.1 Identify and record children’s developmental status and deviations from the norm</td>
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<td>EC 9.2 Use basic screening instruments to record observations</td>
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<td>EC 9.3 Carry out observations of a child’s behaviour</td>
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<td>EC 9.4 Observe and record children’s performance on specific tasks and activities</td>
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<tr>
<td>EC 9.5 Establish programmes to address developmental problems in children</td>
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<td>**FUNCTION: EC10.  ** MAINTAINING SAFETY AND WELL BEING OF CHILDREN AND USING FIRST AID</td>
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<td><strong>ELEMENT:</strong></td>
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<tr>
<td>EC 10.1 Maintain a safe environment for children</td>
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<td>EC 10.2 Maintain adequate supervision of children</td>
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<tr>
<td>EC 10.3 Apply emergency procedures</td>
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<td>EC 10.4 Respond to accidents or injuries to children</td>
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<td>EC 10.5 Ensure children’s safety on outings</td>
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<tr>
<td>EC 10.6 Establish and implement health and safety policies and emergency procedures</td>
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### SPREAD OF FUNCTIONS AND ELEMENTS ACROSS NVQ-J LEVELS

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<tr>
<th>FUNCTION &amp; ELEMENT</th>
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<tr>
<td>EC11. MAINTAINING A CHILD ORIENTED, WELCOMING ENVIRONMENT STRUCTURED TO FACILITATE EXPLORATION, DISCOVERY AND POSITIVE INTERACTIONS</td>
<td></td>
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<tr>
<td><strong>ELEMENT:</strong></td>
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<tr>
<td>EC 11.1 Maintain the physical environment for young children</td>
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<tr>
<td>EC 11.2 Maintain an attractive and stimulating environment for children</td>
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<tr>
<td>EC 11.3 Maintain a reassuring environment for children</td>
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</table>

| EC12. ESTABLISHING A STIMULATING ENVIRONMENT AND DEVELOPMENTAL PROGRAMME FOR CHILDREN |
| **ELEMENT:** | 1 | 2 | 3 |
| EC 12.1 Arrange natural and other materials for creative play | | | * |
| EC 12.2 Arrange large equipment for physical play activities | | | * |
| EC 12.3 Provide opportunities and materials to stimulate role play | | | * |
| EC 12.4 Set out a selection of books to interest children | | | * |
| EC 12.5 Clear away and store equipment used for activities | | | * |

| EC13. MAKING TOYS, GAMES AND LEARNING RESOURCES FROM NO/LOW COST MATERIALS |
| **ELEMENT:** | 1 | 2 | 3 |
| EC 13.1 Contribute to the sourcing and collection of no/low cost materials for making learning resources | | | * |
| EC 13.2 Make learning resources | | | * |
| EC 13.3 Help children to make toys | | | * |
## SPREAD OF FUNCTIONS AND ELEMENTS ACROSS NVQ-J LEVELS

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<th>FUNCTION &amp; ELEMENT</th>
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### FUNCTION: EC14. PROMOTING UNDERSTANDING OF AND INVOLVEMENT IN CHILDREN’S ACTIVITIES BY PARENTS/GUARDIANS

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<thead>
<tr>
<th>ELEMENT</th>
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<tbody>
<tr>
<td>EC 14.1</td>
<td>Develop relationships with parents/guardians of young children</td>
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<tr>
<td>EC 14.2</td>
<td>Implement settling in arrangements with parents/guardians</td>
</tr>
<tr>
<td>EC 14.3</td>
<td>Exchange information with parents/guardians about their children</td>
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<tr>
<td>EC 14.4</td>
<td>Facilitate the involvement of parents/guardians in children’s care and development</td>
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</table>

### FUNCTION: EC15. PERFORMING ADMINISTRATIVE FUNCTIONS FOR AN EARLY CHILDHOOD SERVICE

<table>
<thead>
<tr>
<th>ELEMENT</th>
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<tbody>
<tr>
<td>EC 15.1</td>
<td>Establish and maintain admissions and record keeping systems for an early childhood service</td>
</tr>
<tr>
<td>EC 15.2</td>
<td>Share expectations and establish and maintain written agreements with parents/guardians</td>
</tr>
<tr>
<td>EC 15.3</td>
<td>Prepare and present a report to a management committee</td>
</tr>
<tr>
<td>EC 15.4</td>
<td>Prepare job description/specification</td>
</tr>
<tr>
<td>EC 15.5</td>
<td>Interview applicant for employment</td>
</tr>
<tr>
<td>EC 15.6</td>
<td>Orientate new member of staff</td>
</tr>
<tr>
<td>EC 15.7</td>
<td>Supervise a member of staff</td>
</tr>
<tr>
<td>EC 15.8</td>
<td>Conduct staff meeting</td>
</tr>
<tr>
<td>EC 15.9</td>
<td>Maintain employment records</td>
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<tr>
<td>FUNCTION &amp; ELEMENT</td>
<td>NVQ-J LEVELS</td>
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<tr>
<td><strong>FUNCTION: EC16</strong></td>
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<tr>
<td>CONTRIBUTING TO A HARMONIOUS AND EFFICIENT WORK ENVIRONMENT IN AN EARLY CHILDHOOD SETTING</td>
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<tr>
<td><strong>ELEMENT:</strong></td>
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<tr>
<td>EC 16.1 Carry out work allocated</td>
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<tr>
<td>EC 16.2 Give feedback on work carried out</td>
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<tr>
<td>EC 16.3 Relate to colleagues in the work setting</td>
<td>*</td>
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<tr>
<td>EC 16.4 Contribute to the work of the team</td>
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<tr>
<td>EC 16.5 Contribute to team meetings</td>
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<tr>
<td>EC 16.6 Contribute to the development of good practice in the team</td>
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<tr>
<td>EC 16.7 Contribute to support for colleagues</td>
<td>*</td>
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<tr>
<td>EC 16.8 Respond to conflict in a team</td>
<td>*</td>
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<tr>
<td>EC 16.9 Identify and resolve conflicts</td>
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<tr>
<td><strong>FUNCTION: EC 17.</strong></td>
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<tr>
<td>DEALING WITH PAYMENTS AND OTHER MONETARY TRANSACTIONS</td>
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<td><strong>ELEMENT:</strong></td>
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<tr>
<td>EC 17.1 Prepare payroll</td>
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<tr>
<td>EC 17.2 Make payroll payments</td>
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</tr>
<tr>
<td>EC 17.3 Prepare tax returns</td>
<td>*</td>
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<tr>
<td>EC 17.4 Receive and account for payments</td>
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<tr>
<td>EC 17.5 Prepare and maintain cash summary</td>
<td>*</td>
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<tr>
<td>EC 17.6 Conduct routine banking transactions</td>
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<tr>
<td>EC 17.7 Maintain cash book</td>
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<tr>
<td>EC 17.8 Prepare bank reconciliation statement</td>
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<tr>
<td>EC 17.9 Administer float and petty cash systems</td>
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<tr>
<td>EC 17.10 Monitor and update accounts</td>
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<tr>
<td>EC 17.11 Deal with and account for cash transactions</td>
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<td>EC 17.12 Implement a budget</td>
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<tr>
<td><strong>FUNCTION: EC18.</strong></td>
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<tr>
<td>CONTRIBUTING TO THE DEVELOPMENT OF SELF AND OTHER STAFF</td>
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<td><strong>ELEMENT:</strong></td>
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<tr>
<td>EC18.1 Develop self within the job role</td>
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<tr>
<td>EC18.2 Plan, implement and evaluate staff training</td>
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<tr>
<td>EC18.3 Assess staff achievement and provide feedback</td>
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## SPREAD OF FUNCTIONS AND ELEMENTS ACROSS NVQ-J LEVELS

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<tr>
<td>FUNCTION: EC19. PLANNING, IMPLEMENTING AND USING INFORMATION AND COMMUNICATION SYSTEMS</td>
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<td>ELEMENT:</td>
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<tr>
<td>EC19.1 Provide information</td>
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<td>EC19.2 Communicate information verbally</td>
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<td>EC19.3 Deal with written communication</td>
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<td>EC19.4 Compose correspondence</td>
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<td>EC19.5 Develop records management system</td>
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<td>FUNCTION: EC20. MAINTAINING AND CONTROLLING STOCK</td>
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<td>ELEMENT:</td>
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<tr>
<td>EC20.1 Monitor stock levels</td>
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<td>EC20.2 Maintain inventory records</td>
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<tr>
<td>EC20.3 Prepare cost justification</td>
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<tr>
<td>EC20.4 Purchase goods and services</td>
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## Matrix
### Early Childhood Care, Education and Development

#### Spread of Functions and Elements Across Jobs

<table>
<thead>
<tr>
<th>Functions / Elements</th>
<th>A</th>
<th>B</th>
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<tbody>
<tr>
<td><strong>EC1. Caring for Children’s Physical and Nutritional Needs</strong></td>
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<tr>
<td>1.1 Provide children with food and drinks</td>
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<td>1.2 Contribute to children’s personal hygiene</td>
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<td>1.3 Respond to illness in a child</td>
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<td>1.4 Provide opportunities for children to rest or sleep</td>
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<td>1.5 Plan routines for physical and nutritional care of children</td>
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<td>1.6 Provide structure for optimal physical and nutritional development of children</td>
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<td><strong>EC2. Providing Stimulation and Care for Infants</strong></td>
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<td>2.1 Stimulate infants to encourage their development</td>
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<td>2.2 Sterilise feeding utensils</td>
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<td>2.3 Prepare feed for infants</td>
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<td>2.4 Feed infants</td>
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<td>2.5 Introduce complementary feeding to infants</td>
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<td>2.6 Bathe infants</td>
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<td>2.7 Change nappies and dress Infants</td>
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<td>2.8 Clean and maintain infants clothing and equipment</td>
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# Spread of Functions and Elements Across Jobs

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<td>2.9 Promote the language development of infants</td>
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<td>2.11 Manage the physical care of infants</td>
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<td>2.12 Promote the physical growth and development of infants</td>
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<td>2.13 Create a developmental programme for infants</td>
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<td>EC3. Promoting and Supporting Children’s Social and Emotional Development</td>
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<td>3.1 Help children to interact with others</td>
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<td>3.2 Help children to develop self reliance and self esteem</td>
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<td>3.3 Help children to recognise, express and deal with their feelings</td>
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<td>3.5 Help children to adjust to a new environment</td>
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<td>3.6 Facilitate children learning through social play</td>
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<td>3.7 Observe and respond to children’s interactions with each other and with adults</td>
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<td>3.8 Promote development of children’s positive self-image and identity</td>
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### FUNCTIONS / ELEMENTS

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<thead>
<tr>
<th>EC4. FACILITATING THE APPROPRIATE MANAGEMENT OF CHILDREN’S BEHAVIOUR</th>
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<tbody>
<tr>
<td>4.1 Contribute to a framework for guiding children’s behaviour</td>
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<td>4.2 Promote positive aspects of children’s behaviour</td>
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<td>4.3 Manage inappropriate aspects of children’s behaviour</td>
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<td>4.4 Respond to persistent problem behaviour</td>
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<td>4.5 Establish a framework and develop policies for the appropriate management of children’s behaviour</td>
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<tr>
<th>EC5. PLANNING, IMPLEMENTING AND EVALUATING DAILY ACTIVITY PLANS FOR CHILDREN</th>
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<tbody>
<tr>
<td>5.1 Support children’s involvement in activities</td>
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<td>5.2 Facilitate children’s creative expression through art, music and movement activities</td>
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<td>5.3 Engage the interest of children in story telling</td>
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<td>5.4 Display objects of interest for children to observe, explore and discover</td>
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<td>5.5 Assist children in a simple food and preparation activity</td>
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<tr>
<td>5.6 Play a game with children</td>
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<tr>
<td>5.7 Plan activities and experiences to facilitate children’s learning and development</td>
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<td>5.8 Implement activities and experiences planned for children</td>
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<td>5.9 Evaluate activities and experiences planned for children</td>
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<td>5.10 Direct the planning, implementation and evaluation of activities for children</td>
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<td><strong>EC6.</strong> PROMOTING CHILDREN’S SENSORY AND MOTOR DEVELOPMENT</td>
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<td>6.1 Help children to develop awareness and understanding of sensory experiences</td>
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<td>6.2 Provide opportunities for children’s exercise</td>
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<td>6.3 Help children to develop confidence in movement</td>
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<td>6.4 Help children to develop motor skills</td>
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<td><strong>EC7.</strong> PROMOTING AND SUPPORTING COGNITION AND COMMUNICATION SKILLS IN CHILDREN</td>
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<td>7.1 Increase children’s cognitive awareness and conceptual understanding</td>
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<td>7.2 Listen and respond to children’s talk and expressions</td>
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<td>7.3 Encourage communication between children</td>
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<td>7.4 Help children to develop their attention span and memory</td>
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<td>7.6 Help children to express their imagination and creativity</td>
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<tr>
<td>7.7 Develop the language levels and communication abilities of individual children</td>
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<td>7.8 Facilitate communication with individual children</td>
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<td>7.9 Extend and reinforce children’s communication skills</td>
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<td>7.10 Promote children’s communication skills in a group</td>
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<td>7.11 Help children to represent their experience</td>
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<td>7.12 Share books, stories and rhymes with children</td>
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<td>7.13 Develop cognition and imaginative expression in children</td>
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**EC8. OBSERVING/DETECTING AND RESPONDING TO SIGNS OF ABUSE IN CHILDREN**

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<tr>
<td>8.1 Identify signs and symptoms of possible abuse</td>
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<td>8.2 Respond to a child’s disclosure of possible abuse or neglect</td>
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<td>8.3 Provide information on incidents of child abuse and neglect</td>
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<td>8.4 Care for abused or neglected children</td>
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<td>8.5 Help children to protect themselves from abuse</td>
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<td>8.6 Establish and implement procedures for child protection</td>
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<td>EC9. OBSERVING/RECORDING DEVELOPMENT OF CHILDREN AND TAKING APPROPRIATE ACTION</td>
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<td>9.1 Identify and record children’s developmental status and deviations from the norm</td>
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<td>9.2 Ensure use of basic screening instruments to record observations</td>
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<td>9.3 Carry out observations of a child’s behaviour</td>
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<td>9.4 Observe and record children’s performance on specific tasks and activities</td>
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<td>9.5 Establish programmes to address developmental problems in children</td>
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<td>EC10. MAINTAINING SAFETY AND WELL BEING OF CHILDREN AND USING FIRST AID</td>
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<td>10.2 Maintain adequate supervision of children</td>
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<td>10.3 Apply emergency procedures</td>
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<td>10.4 Respond to accidents or injuries to children</td>
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<td>10.5 Ensure children’s safety on outings</td>
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<td>10.6 Establish and implement health and safety policies and emergency procedures</td>
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<td>EC11. MAINTAINING A CHILD ORIENTED, WELCOMING ENVIRONMENT STRUCTURED TO FACILITATE EXPLORATION, DISCOVERY AND POSITIVE INTERACTIONS</td>
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<td>11.1 Maintain the physical environment for young children</td>
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<td>11.2 Maintain an attractive and stimulating environment for children</td>
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<td>11.3 Maintain a reassuring environment for children</td>
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<td>EC12. ESTABLISHING A STIMULATING ENVIRONMENT AND DEVELOPMENTAL PROGRAMME FOR CHILDREN</td>
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<td>12.1 Arrange natural and other materials for creative play</td>
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<td>12.2 Arrange large equipment for physical play activities</td>
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<td>12.3 Provide opportunities and materials to stimulate role play</td>
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<td>12.4 Set out a selection of books to interest children</td>
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<td>12.5 Clear away and store equipment used for activities</td>
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<tr>
<td>EC13 MAKING TOYS, GAMES AND LEARNING RESOURCES FROM NO/LOW COST MATERIALS</td>
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<td>13.1 Contribute to the sourcing and collection of no/low cost materials for making learning resources</td>
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<td>13.2 Make learning resources</td>
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<td>13.3 Help children to make toys</td>
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<td>EC14 PROMOTING UNDERSTANDING OF AND INVOLVEMENT IN CHILDREN’S ACTIVITIES BY PARENTS/GUARDIANS</td>
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<td>14.1 Develop relationships with parents/guardians of young children</td>
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<td>14.2 Implement settling in arrangements with parents/guardians</td>
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<td>14.3 Exchange information with parents/guardians about their children</td>
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<td>14.4 Facilitate the involvement of parents/guardians in children’s care and development</td>
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<td>EC15. PERFORMING ADMINISTRATIVE FUNCTIONS FOR AN EARLY CHILDHOOD SERVICE</td>
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<td>15.1 Establish and maintain admissions and record keeping systems for an early childhood service</td>
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<td>15.2 Share expectations and establish and maintain written agreements with parents/guardians</td>
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<td>15.3 Prepare and present a report to a management committee</td>
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<td>15.4 Prepare job description/specification</td>
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<td>15.5 Interview applicant for employment</td>
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<td>15.6 Orientate new member of staff</td>
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<td>15.7 Supervise a member of staff</td>
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<td>15.8 Conduct staff meeting</td>
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<td>15.9 Maintain employment records</td>
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- **L**: SENIOR DAY CARE SUPERVISORS/COORDINATORS/DAY CARE MANAGERS
- **M**: BASIC SCHOOL SUPERVISORS
- **N**: DEPARTMENT/SECTION SUPERVISORS
### SPREAD OF FUNCTIONS AND ELEMENTS ACROSS JOBS

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<td>16.1 Carry out work allocated</td>
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<td>16.2 Give feedback on work carried out</td>
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<td>16.3 Relate to colleagues in the work setting</td>
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<td>16.4 Contribute to the work of the team</td>
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<td>16.6 Contribute to the development of good practice in the team</td>
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<td>16.7 Contribute to support for colleagues</td>
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<td>16.8 Respond to conflict in a team</td>
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<td>16.9 Identify and resolve conflicts</td>
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**EC 17. DEALING WITH PAYMENTS AND OTHER MONETARY TRANSACTIONS**

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## SPREAD OF FUNCTIONS AND ELEMENTS ACROSS JOBS

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<td>17.4 Receive and account for payments</td>
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<td>17.8 Prepare bank reconciliation statement</td>
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<td>17.9 Administer float and petty cash systems</td>
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<td>17.10 Monitor and update accounts</td>
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<td>17.11 Deal with and account for cash transactions</td>
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<td>17.12 Implement a budget</td>
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<td>18.2 Plan, implement and evaluate staff training</td>
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<td>18.3 Assess staff achievement and provide feedback</td>
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**KEY**
- A - CHILDCARE PROMOTERS/HOME VISITORS, NANNIES
- B - COMMUNITY HOME TRAINERS
- C - COMMUNITY REHABILITATION WORKERS
- D - SENIOR CHILDCARE PROMOTERS/HOME VISITORS
- E - NURSERY ASSISTANTS/ATTENDANTS/CAREGIVERS
- F - PARAPROFESSIONAL PRESCHOOL TEACHING ASSISTANTS
- G - SENIOR NURSERY ASSISTANTS/ATTENDANTS/CAREGIVERS
- H - PARAPROFESSIONAL PRESCHOOL TEACHERS
- I - DAYCARE SUPERVISORS/COORDINATORS
- J - SMALL HOME-BASED NURSERY OPERATORS
- K - SMALL DAY CARE CENTRE OPERATORS
- L - SENIOR DAY CARE SUPERVISORS/COORDINATORS/DAY CARE MANAGERS
- M - BASIC SCHOOL SUPERVISORS
- N - DEPARTMENT/SECTION SUPERVISORS
### Spread of Functions and Elements Across Jobs

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<td>19.1 Provide information</td>
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<td>19.2 Communicate information verbally</td>
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<td>19.4 Compose correspondence</td>
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<td>19.5 Develop records management system</td>
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<td>20.4 Purchase goods and services</td>
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**Key:**
- A: Childcare Promoters/Home Visitors, Nannies
- B: Community Home Trainers
- C: Community Rehabilitation Workers
- D: Senior Childcare Promoters/Home Visitors
- E: Nursery Assistants/Attendants/Caregivers
- F: Para-professional Preschool Teaching Assistants
- G: Senior Nursery Assistants/Attendants/Caregivers
- H: Senior Daycare Supervisors/Coordinators/Daycare Managers
- I: Small Home-Based Nursery Operators
- J: Small Day Care Centre Operators
- K: Basic School Supervisors
- L: Department/Section Supervisors
- M: Department/Section Supervisors
- N: Basic School Supervisors

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xxvii
PERFORMANCE STANDARDS
FOR NVQ-J LEVEL ONE
Level one NVQ-J recognises competence in a significant range of varied work activities performed in a variety of contexts. Work activity range from simple and routine to others, which are considered more complex and non-routine involving some individual responsibility and autonomy. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.
## PERFORMANCE STANDARDS FOR NVQ-J LEVEL ONE

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<thead>
<tr>
<th>EC</th>
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<tbody>
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<td>EC1</td>
<td>Caring for children’s physical needs including nutritional needs</td>
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<tr>
<td>EC2</td>
<td>Providing stimulation and care for infants</td>
<td>12 - 32</td>
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<tr>
<td>EC3</td>
<td>Promoting and supporting children’s social and emotional development</td>
<td>33 - 47</td>
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<tr>
<td>EC4</td>
<td>Facilitating the appropriate management of children’s behaviour</td>
<td>48 - 52</td>
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<td>EC5</td>
<td>Planning, implementing and evaluating daily activity plans for children</td>
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<td>EC6</td>
<td>Promoting children’s sensory and motor development</td>
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<tr>
<td>EC7</td>
<td>Promoting and supporting cognition and communication skills in children</td>
<td>71 - 79</td>
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<tr>
<td>EC8</td>
<td>Observing/detecting and responding to signs of abuse in children</td>
<td>80 - 86</td>
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<tr>
<td>EC9</td>
<td>Observing/recording development of children and taking appropriate action</td>
<td>87 - 90</td>
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<tr>
<td>EC10</td>
<td>Maintaining safety and well being of children and using first aid</td>
<td>91 - 100</td>
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<td>EC11</td>
<td>Maintaining a child oriented, welcoming environment structured to facilitate exploration, discovery and positive interactions</td>
<td>101 - 107</td>
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<td>EC12</td>
<td>Establishing a stimulating environment and developmental programme for children</td>
<td>108 - 118</td>
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<td>EC13</td>
<td>Making toys, games and learning resources from no/low cost materials</td>
<td>119 - 124</td>
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<tr>
<td>EC14</td>
<td>Promoting understanding of and involvement in children’s development by parents/guardians</td>
<td>125 - 135</td>
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<tr>
<td>EC16</td>
<td>Contributing to an harmonious and efficient work environment in an early childhood setting</td>
<td>136 - 140</td>
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</table>
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC1. Caring for children's physical and nutritional needs

Element: EC1.1 Provide children with food and drinks

Performance Criteria

1. Food and drinks provided for children meet nutritional requirements.
2. Type food is in accordance with children's cultural and religious practices.
4. Hygiene and safety standards appropriate to the setting are applied in the storage, preparation and serving of food.
5. Involvement of children in the preparation and serving of food is safe and developmentally appropriate to the children.
6. Food and drinks are served at an appropriate temperature and consistency.
7. Food and drinks are presented in ways that are attractive and appetising to the children.
8. Eating and drinking aids provided are appropriate to children’s level of development.
9. Assistance given in the use of eating and drinking aids is consistent with the promotion of self-reliance.
10. The eating environment is kept in a way that ensures the physical comfort of children.
11. Children’s enjoyment and development of language and social skills are promoted through social interaction at meal times.
12. Children are given assistance to complete meals.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Food and drinks to include: main meals, snacks
2. Age band: birth - 1 year, 2 - 3 years, 4 - 8 years
Range Statement Cont’d.

3. Eating and drinking aids
   include: - spoons, forks, drinking straws, specially designed cups

4. Characteristics of children
   include: - children with no feeding difficulties, children with special needs which make eating difficult, children with special dietary requirements including allergies and nutritional disorders; children who have poor appetites/eating habits

5. Work activities include:
   - to provide food and drinks for children.
   - to prepare food for children
   - to serve food to children
   - to create learning situations through the involvement of children in the preparation and serving of food
   - to negotiate children’s food preferences and portion size
   - to provide and assist children in adapting to cutlery or other eating and drinking aids
   - to assist children to adapt to the eating environment
   - to facilitate the participation of children and adults in social interaction at meal times

6. Working knowledge of:
   - the nutritional value of common foodstuffs and drinks and what constitutes a balanced diet
   - the nutritional value in relation to size of portions and methods of preparation
   - ways of presenting food and drink that are attractive to children and easy to manage
   - strategies for coaxing children to eat
   - health and safety requirements in relation to food preparation and storage
   - common dietary requirements associated with religious and cultural practices
   - the importance of valuing and introducing to children cultural and religious variations in types of food, methods of preparation, utensils and eating habits
   - the role of meal time interaction in children’s social and cultural life and in shaping attitudes and behaviour
Range Statement Cont’d.

- the variety of food preferences and eating habits children may have and the way they may change over time
- common food allergies and implications for diets
- effects of illness and emotional disturbance on appetite

7. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences enhance and facilitate early childhood care, education and development

Function: EC1. Caring for children's physical and nutritional needs

Element: EC1.2 Contribute to children's personal hygiene

Performance Criteria

1. Areas where children are washed and toileted are hygienically maintained.
2. Toiletry supplies and protective clothing are of appropriate types and readily accessible.
3. Children's rights to exclusive use of personal hygiene items are consistently ensured.
4. The disposal of waste products and soiled items is carried out in a safe and hygienic manner according to government standards.
5. Routines for the maintenance of children's personal hygiene complement those provided by parents/guardians.
6. Hygiene maintenance routines are adapted to suit the needs and personal preferences of individual children/families.
7. Methods of skin and hair care are suitable to various skin and hair types and are in accordance with parents'/guardians' cultural practices.
8. Personal hygiene routines are consistently used as opportunities for communicating with younger children.
9. Promotion of health and hygiene in older children is enhanced through personal hygiene routines.
10. The timing of and the methods used in toilet training are appropriate and promote consistency of care.
11. The children's physical comfort is consistently maintained and “accidents” are dealt with promptly and in a way that does not undermine the child’s self esteem and privacy.
12. Independent self-care skills are encouraged in ways that are appropriate to the child-rearing practices of the family.
13. Equipment used or assistance given in encouraging independent self-care skills is consistent with the physical abilities of the child.
Performance Criteria Cont’d.

14. Signs of poor health, abnormality and/or infection are noted and reported to the supervisor.

15. Toys, which are handled and mouthed by children are washed frequently and disinfected.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of hygiene: - body elimination, hand washing, skin and hair care; care of teeth

2. Age band: - birth - 1 year, 2 - 3 years, 4 - 8 years

3. Characteristics of children: - children with special needs and those without, children who are mobile and those who are not

4. Appropriateness of toilet training: - relates to the child’s level of development, readiness, physical abilities

5. Materials: - germicide; gloves; cleaning materials

6. Personal hygiene items: - rags; toothbrushes; combs

7. Work activities include :- to maintain areas hygienically where children are washed and toileted
   - to maintain supply of toiletry requisites and protective clothing
   - to dispose of waste products and soiled items hygienically
   - to maintain routines for children’s personal hygiene
   - to perform toilet training
   - to maintain children’s physical comfort
   - to encourage independent self-care skills
   - to use techniques for skin and hair care
   - to use personal hygiene routines to communicate with children
   - to note and report signs of abnormality and/or infection
   - to provide individual storage for children’s personal hygiene items
   - to wash and disinfect toys handled and mouthed by infants
Range Statement Cont’d.

8. Working knowledge of:
   - the general health and hygiene requirements of young children and what constitute appropriate personal hygiene routines
   - the purpose, application and storage of toiletries, cleaning materials and equipment
   - the causes of cross infection and procedures to prevent cross infection
   - the procedures for dealing with waste products
   - the methods for caring for the personal hygiene of young children and how these may vary with family/cultural background, skin and hair types, and across child care settings
   - the ways in which toilet training and hygiene routines are said to shape attitudes and behaviour
   - signs of poor health, infection, abrasions and other abnormalities including variation from normal stools and urine and their significance
   - transmission and prevention of HIV and Hepatitis B virus
   - good housekeeping, hygienic standards and universal precaution
   - knowledge of government standards
   - knowledge of referral procedures regarding health/infection concerns in children

9. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC1. Caring for children's physical and nutritional needs

Element: EC1.3 Respond to illness in a child

Performance Criteria

1. Signs and symptoms, which might indicate illness/emerging chronic conditions, are recognised promptly, are noted and the supervisor informed.

2. The child is made as comfortable and reassured as possible.

3. The child is isolated if necessary/appropriate to protect her/himself and the health of others in accordance with instructions of the setting.

4. The child’s condition is closely monitored and medical attention is sought as appropriate.

5. Parents/guardians are made aware of the child’s condition and information is conveyed promptly in a calm and reassuring manner.

6. Medication is administered only if prescribed by a medical practitioner and on instruction of parents/guardians, and the nature, amount and known side effects of medication are accurately recorded and reported.

7. Records of child health are maintained accurately, legibly and up to date and comply with any regulations or guidance for the setting.

8. Routines and activities are adapted as necessary to accommodate the needs of the sick child while reducing the risk of cross-infection.

9. Information passed on to parents/guardians of children recently in contact with a child with a communicable disease is prompt, comprehensive and accurate.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of illness: - minor ailments (cuts, bruises and simple discomforts); conditions (asthma, epilepsy, fits, sickle cell); sudden acute illness, unconsciousness, unusual temperatures; malnutrition
Range Statement Cont’d.

2. Age band: - birth - 1 year, 2 - 3 years, 4 - 8 years


4. Materials: - germicides; gloves; cleaning materials

5. Work activities include:- to recognise signs and symptoms, which might indicate illness/emergence of chronic condition 
- to make the child comfortable and isolate as necessary/appropriate 
- to use a thermometer to measure child’s temperature 
- to care for a child who develops a fever 
- to take correct first aid action in cases of diarrhoea and vomiting 
- to take correct first aid action for asthma and fits 
- to monitor the child’s condition 
- to convey information about the child’s condition 
- to administer medication 
- to adapt routines and activities 
- to inform parents/guardians of children recently in contact with a child with a communicable disease 
- to use records of children’s state of health and well being as directed/appropriate.

6. Working knowledge of: - signs and symptoms of commonly encountered illnesses and methods of dealing with them 
- preparation and administration of ORS 
- the significance and gravity of symptoms in relation to age/development of children 
- awareness of the importance of maintaining records of significant medical conditions and of medication administered 
- management of asthma and epilepsy 
- procedures for dealing with a child who is unconscious 
- the recognition of signs and symptoms in children of varying skin tones 
- children’s emotional needs when unwell and the effects of illness on subsequent behaviour 
- storage requirements and need for proper labelling of medicines
Range Statement Cont’d.

- parent’s/guardians’ emotional needs and own role:
  when children are taken ill
- implications of chronic medical conditions for the
  child’s care
- when, how and to whom to record and report
  incidents
- transmission of HIV and Hepatitis B virus
- good housekeeping, hygienic standards and
  universal precaution

7. Demonstrate:

- the capacity to communicate respect, love and
  warmth directly to children; the ability to show
  consideration for the feelings, desires and interests of
  children; knowledge of individual children’s
  developmental stages so that activities are
  developmentally appropriate; the capacity to convey
  to children both acceptance of and interest in their
  culture, family and community; knowledge of the
  rights of children to equal opportunities to develop to
  their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC1. Caring for children’s physical and nutritional needs

Element: EC1.4 Provide opportunities for children to rest or sleep

Performance Criteria

1. Periods for rest and/or sleep within the daily routine are adhered to.

2. The environment provided for rest and sleep is maintained satisfactory to public health and safety requirements.

3. Furniture, equipment and bedding used by sleeping children are safe in relation to the size and mobility of the individual child.

4. The daily routines are organised to give children time to unwind and to attend to their toileting needs prior to periods of rest or sleep.

5. Children are made as comfortable as possible and provided with their preferred comfort objects.

6. A soothing and reassuring manner is adopted and appropriate methods used to encourage children to rest or sleep.

7. Children who are not resting are provided with quiet activities and prevented from disrupting the rest or sleep of others.

8. Waking children are treated in a sympathetic and unhurried manner.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of opportunities: rest, sleep, quiet periods

2. Age band: birth – 1 year, 2 – 3 years, 4 - 8 years

3. Characteristics of children: children with special needs and those without, children with communicable disease/contagious conditions and those without
Range Statement Cont’d

4. Work activities include:
   - to maintain periods for rest and/or sleep
   - to provide environment for rest and sleep
   - to maintain furniture, equipment and bedding used by sleeping children
   - to organise routine to give children time to unwind and to attend to their toileting needs
   - to make children comfortable
   - to encourage children to rest or sleep
   - to provide quiet activities for children who are not resting
   - to deal with waking children with understanding

5. Working knowledge of:
   - the importance of rest/sleep or quiet periods as part of the daily routine and of matching the routines of home and child care setting
   - the variation of rest and sleep requirements of children at different ages and as individuals
   - how to use space and equipment to promote opportunities for rest and/or sleep
   - methods of managing conflict between children in choice of rest or activity
   - the variation in approaches to informal/formal bedtimes adopted by families of different backgrounds
   - the problems for families when the requirements for a child's sleep/rest pattern do not match the family’s evening life style

6. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC2. Providing stimulation and care for infants

Element: EC2.1 Stimulate infants to encourage their development

Performance Criteria

1. Environment is stimulating and encourages exploration, investigation and discovery.

2. Adequate supervision and the use of appropriate equipment and materials ensure the safety of infants at all times.

3. Toys and materials selected and used are appropriate to infants' developmental needs and accepted safety requirements.

4. Toys and materials selected are not stereotyped by gender, and positively reflect a multicultural environment.

5. Use of physical contact, actions and communication encourages infants to respond, interact and communicate.

6. Techniques used to stimulate infants are appropriate to the age, developmental level and temperament of infants.

7. Various stimuli are used appropriately to encourage all areas of development.

8. Sufficient and appropriate praise and encouragement given to infants foster the development of new skills.

9. The daily routine includes periods of play appropriate to the individual needs and developmental stages of the infant.

10. Stimulation and mobility exercises are carried out during infants' waking hours and in a protected and appropriate place.

11. Infants are moved to different places and levels to facilitate a variety of viewpoints and experiences.

12. Unusual or lack of responses to stimulation are identified and reported to the supervisor.
Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Characteristics of infants: unable to sit unsupported; able to sit up; able to reach and grasp; mobile; crawling; creeping; cruising; rolling; toddling; walking

2. Age band: infant under 6 months, 7 months to 18 months

3. Types of stimulation/development: social/emotional; intellectual; physical (gross, fine, eye-hand); sensory; language.

4. Types of stimuli: texture; colour; movement; pattern; touch; sound.

5. Types of safety mechanisms: barriers, gates, harnesses, bumper pads, playmats, rails

6. Types of techniques: sounds, sights, tracking, range of motion exercises, eye contact, facial expressions, gestures, playing of repetitive games, physical contact, talking.

7. Location: indoors, outdoors

8. Work activities include:
   - to arrange and prepare stimulating and safe environment
   - to provide adequate supervision
   - to select and use toys
   - to implement daily timetable of play activities
   - to use techniques and various stimuli to stimulate response in infants
   - to make and use simple toys
   - to praise and encourage infants to develop new skills
   - to assist infants to develop skills appropriate to level of development and age
   - to implement specific programmes of stimulation to meet children’s special needs
   - to stimulate infants during routine care tasks and activities
   - to remove infants from cribs for stimulation activities
   - to move infants to different places and levels
   - to identify unusual, or lack of, responses and to report them
Range Statement Cont’d.

9. Working knowledge of: - knowledge of developmental milestones and deviations from the norm
- stages of language development
- appropriate toys and equipment to stimulate infants from birth to 18 months
- the importance of all the senses in stimulating development
- when and how to provide appropriate assistance to encourage motor skills development
- suitable equipment for use with infants of different ages and stages of development
- awareness of limitations of stimulation
- techniques to stimulate response in infants

10. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC2. Providing stimulation and care for infants

Element: EC2.2 Sterilise feeding utensils

Performance Criteria

1. Caregivers’ personal hygiene preparation prior to handling of feeding utensils is effectively carried out.
2. All residues are removed and utensils thoroughly cleaned and rinsed prior to sterilisation.
3. Volumes of water and sterilising agent are accurately measured according to the manufacturer’s recommendations, and fresh sterilising solution is prepared every 24 hours.
4. The use of chemical sterilisation procedures is consistent with the manufacturers’ recommendations.
5. Utensils are carefully immersed in sterilising solution ensuring that no air bubbles are trapped and the container is covered.
6. Utensils are left in the sterilising solution for the appropriate length of time according to the manufacturer’s instructions.
7. On removal of utensils from sterilising solution, traces of chemicals are removed with boiled water.
8. Sterilised utensils are placed on to a clean surface ready for immediate use in a way that avoids contamination.
9. Hygiene procedures throughout the process are sufficient to prevent contamination and are consistent with the requirements of the setting.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of utensils: bottles and teats; other food/drink containers or implements; plastic equipment used in preparing foods, tongs, cups, covers
Range Statement Cont’d.

2. Types of sterilisation: - liquid; tablet; steam; boiled

3. Ages of children: - from birth to 4 months, 5 months to 18 months

4. Caregivers’ preparations include: - proper washing of hands; wearing of protective clothing

5. Work activities include: - to wash hands properly before commencing sterilising procedures
   - to prepare all utensils for sterilisation
   - to sterilise utensils
   - to remove traces of chemicals from sterilised utensils
   - to ensure utensils remain sterile after procedures are finished
   - to maintain sterility of utensils and prevent contamination

6. Working knowledge of: - the importance of personal hygiene especially hand washing
   - the principles of sterilisation and different methods of sterilisation
   - the difference between sterilisation and social cleanliness
   - different methods of cleaning feeding equipment
   - common causes of contamination and cross contamination
   - how to care for teats

7. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC2. Providing stimulation and care for infants

Element: EC2.3 Prepare feed for infants

Performance Criteria

1. Caregivers’ personal hygiene preparation prior to handling of infants is effectively carried out.
2. Feeds are prepared in quantities appropriate to the weight and age of infants and according to the physician’s instructions where given.
3. Selection of feed used is consistent with medical advice, nutrition guidelines and parent’s/guardian's wishes.
4. Feeds are accurately measured and correctly prepared.
5. The temperature of the feed and rate of flow of liquid are safe for consumption by the infant.
6. Hygiene practices maintained during the preparation of feeds minimise danger of contamination.
7. Storage of feed minimises deterioration.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age band: - from birth to 4 months, 5 months to 18 months
2. Caregivers’ preparations include: - washing of hands; wearing of protective clothing; use of universal precaution
3. Storage to include: - unused feed; prepared feed
Range Statement Cont’d.

4. Work activities include: -
   - to wash hands before commencing
   - to select feed
   - to prepare feed
   - to measure feed
   - to check temperature and rate of flow of liquid feed
   - to store feed
   - to prevent and minimise contamination of feeds

5. Working knowledge of: -
   - the importance of personal hygiene especially washing hands
   - the typical feeding requirements of infants at different stages
   - cultural, religious or medical factors influencing choice of feed
   - conditions for storing prepared feeds
   - the adverse effects if feeds are not properly prepared
   - heating methods for prepared feeds
   - national code on breast feeding
   - methods of storage of breast milk
   - how bottle feeds impact on breast fed infants

6. Demonstrate: -
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC2. Providing stimulation and care for infants

Element: EC2.4 Feed infants

Performance Criteria

1. Caregivers’ personal hygiene preparation prior to handling of infants is effectively carried out.

2. The infant’s feeding routine is consistent with the requirement for the child’s age, weight and medical condition.

3. All necessary equipment is laid out in advance ready for feeding.

4. The infant is made comfortable, his/her clothing is protected and nappy is checked, before commencing feeding.

5. The infant is held securely and comfortably, and a calm, relaxed atmosphere is maintained.

6. The temperature and the rate of flow of liquid are checked before each feed to ensure that it is safe for the infant’s consumption.

7. The infant is fed in a position and at a pace that encourages ingestion.

8. The infant is held in a position that enables him/her to bring up wind during and after feeding and meets individual infant’s needs.

9. Eye contact and communication reflect positive interaction with infants and are maintained during the feeding process.

10. The hygiene and safety of the bottle/cup is ensured during breaks in the feed and after feeding.

11. Feeding difficulties are brought promptly to the attention of the appropriate person.

12. Specialised equipment used for infants with feeding difficulties are consistent with medical advice or instructions of parents/guardians.
Performance Criteria Contd.

13. Relevant records of feed consumed are accurately maintained and in a format consistent with the requirements of the setting.

14. The infant’s face is carefully and gently cleaned and the infant settled in a safe and comfortable position.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age band: - infant under 4 months, 5 months to 18 months

2. Caregivers’ preparations include:
   - washing of hands; wearing of protective clothing; use of universal precaution

3. Types of feed:
   - prepared feed; expressed breast milk

4. Types of feeding utensils:
   - cups, bottles

5. Work activities include:
   - to wash hands properly before commencing
   - to use routine appropriate for each infant
   - to set out utensils in advance
   - to hold infant safely and comfortably
   - to check temperature and rate of flow of liquid
   - to hold infant in correct position for ingestion and for burping
   - to maintain positive interaction with infant during feeding
   - to maintain hygiene of feeding equipment
   - to observe and report feeding difficulties
   - to use specialised feeding equipment appropriately
   - to maintain accurate records of feed consumption
   - to clean and settle the infant after feeding

6. Working knowledge of:
   - typical patterns of feeding for infants of different stages and how they may vary
   - why some infants may have difficulties with feeding and how to overcome common difficulties
   - specialised equipment for infants with special needs and how and where to obtain it
   - the importance of interaction/communication with infants before, during and after feeding
   - the importance of a suitable environment for feeding

Range Statement Cont’d.

- the importance of winding and settling the infant after feeds and how this contributes to the infant’s welfare
7. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

- dangers and problems associated with feeds
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC2. Providing stimulation and care for infants

Element: EC2.5 Introduce complementary feeding for infants

Performance Criteria

1. Caregivers’ personal hygiene preparation prior to handling of infants is effectively carried out.

2. The process and timing in introducing complementary feeding are adapted to the needs of individual infants as well as consistent with parents'/guardians' wishes.

3. The texture, quantity and temperature of food are appropriate to the age and level of development of the infant.

4. Food and methods of preparation comply with medical advice, parents'/guardians' expressed wishes and standards of hygiene for the setting.

5. The infant’s clothing is protected and spoon feeding is carried out in a safe, unhurried way and a comfortable, relaxed environment is created at feed times.

6. Feedings are appropriate to encourage infants to eat.

7. Eye contact, communication and interaction with infants during feeding enhances the infants’ enjoyment of the feeding process.

8. The introduction of appropriate new foods is sufficiently gradual to encourage the infant to accept different tastes and ensure a balanced diet.

9. The introduction of finger foods and encouragement to hold a spoon and feed himself/herself is appropriate to the infant’s level of development.

10. The infant’s face and hands are carefully washed and dried after feeding.

11. Special feeding needs of infants are taken into consideration.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - 4 months to 18 months
Range Statement Cont’d.

2. Characteristics of children:  - children with special needs; children without

3. Caregivers’ preparations include:  - washing of hands; wearing of protective clothing; use of universal precaution

4. Types of food:  - introduction of purees and solids to young infants; textured food for older infants; purees for younger infants

5. Methods include:  - positioning of infant; spoon feeding techniques; assisted chewing

6. Work activities include:  - to wash hands properly before commencing
  - to use appropriate process for introducing complementary feeding for each infant
  - to set out utensils in advance
  - to select appropriate foods according to texture and quantity
  - to position infant safely and comfortably
  - to check temperature of food
  - to ensure infant’s clothing is protected
  - to maintain positive interaction with infant during feeding
  - to use appropriate techniques to encourage feeding
  - to maintain hygiene of feeding equipment
  - to implement a varied diet for infants
  - to observe and report feeding difficulties
  - to encourage infant to feed him or herself
  - use specialised feeding equipment appropriately
  - to maintain accurate records of food consumption
  - to clean and settle the infant after feeding

7. Working knowledge of:- the process of introducing complementary feeding and current medical advice on when it should be started
  - methods of food preparation and associate hygiene and safety requirements
  - what constitutes a balanced diet for infants of different ages and how and when to introduce new foods
  - the importance of consultation between parents/guardians and the other carers over feeding routines
  - infants’ need to experiment with feeds and feed themselves as part of growing independence
  - relevance of vitamin supplements
Range Statement Cont’d.

8. Demonstrate: the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential.
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC2 Provide stimulation and care for infants

Element: EC2.6 Bathe infants

Performance Criteria

1. Caregivers' personal hygiene preparation prior to handling of infants is effectively carried out.
2. All necessary equipment, linen and clothes are laid out in advance and are within easy reach of the worker.
3. The temperature of the water is safe for the infant.
4. Toiletry products used are safe for the infant's skin.
5. Bathing activities take into account universal precautions and stipulations
6. The infant is undressing on a suitable and safe surface.
7. The infant is bathed from head to toe and particular care is taken with his/her face and head.
8. Whilst bathing, the infant is held securely and gently with head supported as is appropriate to the child's level of development.
9. Close attention is paid to the infant at all times.
10. Communication and play techniques encourage infants' enjoyment of bath time.
11. Completion of infant's bath is properly carried out.
12. Any unusual condition or reaction is reported to the appropriate person on completion of bath.
13. All equipment is removed immediately and materials disposed of hygienically.
Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - infant under 6 months, 6 months - 18 months

2. Characteristics of infants: - those who are afraid of water, those who enjoy it

3. Caregivers' preparations include: - washing of hands; wearing of protective clothing; use of universal precaution.

4. Completion of bath includes: - lifting, drying, attention to folds and creases in skin, applying suitable toiletries

5. Safety measures include: - cleaning eyes and ears and hair; cleaning genitals and bottoms

6. Types of bathing: - dry (sponge); wet (bath)

7. Work activities include: - to wash hands properly before commencing
- to prepare equipment and environment in advance
- to check temperature of water
- to ascertain infant's reaction to water
- to change infant and bathe infant safely
- to wash infant's head prior to other parts of the body
- to interact positively with the infant whilst bathing
- to observe and report unusual conditions or reactions
- to complete bath properly
- to clear up safely

8. Working knowledge of: - the general health and safety requirements of infants at different ages
- why different parts of the infant's body are bathed differently
- why particular attention should be paid to creases and folds in the skin
- health and safety procedures necessary to protect the worker from infection and how to use them
- possible unusual conditions and reactions which should be reported
- the importance of bath-time as a sensory experience for infants
- how infants react to water at different ages
- the range and suitability of bathing equipment and toiletries

Range Statement Cont’d.

- the common communicable illnesses, conditions and how to minimise their spread
- the signs and symptoms of neglect, poor health and development and abuse

9. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC2. Providing stimulation and care for infants

Element: EC2.7 Change nappies and dress infants

Performance Criteria

1. Caregivers' personal hygiene preparation prior to handling of infants is effectively carried out.

2. Changing and dressing of infants take place on a safe and comfortable surface and in a clean and draught free place.

3. The level of supervision ensures the infant's safety at all times.

4. All necessary linen, clothes and suitable toiletry products are laid out in advance and within easy reach of the candidate.

5. The nappies and clothes selected are clean, aired and of suitable size for the infant appropriate to the occasion, and consistent with parent's/guardian's expressed wishes.

6. Universal precautions are observed.

7. The infant's bottom is thoroughly and gently cleaned and suitable toiletries applied as necessary.

8. Any unusual condition of skin or abnormality of bowel actions is reported to the appropriate person as soon as practicable and advice sought as necessary.

9. The infant is encouraged to interact with the worker throughout the process and opportunities are made for infant to exercise free of nappies.

10. Introduction to potty training is carried out in ways, which are consistent with the infant's level of development and after consultation with an appropriate person.

11. Changing and dressing the infant is carried out in a gentle, safe and unhurried manner.

12. Soiled nappies and clothes are disposed of or sluiced immediately and hygienically.

13. The preparation area is left clean and is sanitised and ready for future use.
Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - infant under 6 months; 7 months to 18 months

2. Caregivers’ preparations include: - washing of hands; wearing of protective clothing; use of universal precaution.

3. Types of nappies: - hypoallergenic; gender appropriate; disposable; cloth

4. Work activities include: - to wash hands before commencing
   - to arrange area to be used with items needed
   - to ensure clothing and nappies are clean and appropriate
   - to clean infant’s bottom from front to back
   - to observe skin condition and report concerns
   - to interact positively with infant whilst changing and dressing
   - to allow infant to exercise free of nappies
   - to introduce infant to potty training
   - to change nappies comfortably and gently for infant
   - to dispose of soiled nappies correctly
   - to clean and sanitise change table and equipment used

5. Working knowledge of: - the common skin conditions and variations in bowel and bladder action, which need to be reported
   - the emotional issues around toilet training and when and how it should be introduced
   - cultural differences in toileting and hygiene procedures
   - different types of nappies and how to apply them according to age and gender of the infant
   - the range and suitability of clothing
   - awareness of the requirement to change nappy
   - range, application and suitability of toiletries
   - importance of universal precautions
Range Statement Cont’d.

6. Demonstrate: the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential.
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC2. Providing stimulation and care for infants

Element: EC2.8 Clean and maintain infants’ clothing and equipment

Performance Criteria

1. Instructions given are correctly followed in preparing and using disinfectants.
2. Soiled or contaminated articles are appropriately sanitised.
3. Hygiene procedures are sufficient to prevent spread of infection.
4. The laundering of all items follows the manufacturer’s instructions.
5. Stored clothes and linen are clean and thoroughly dried.
6. Nursery equipment is cleaned and disinfected consistent with action to prevent infection and the requirements of the setting.
7. Minor repairs to items are allowable and are carried out to acceptable safety standards.
8. Damaged items are removed from use and reported to the appropriate person as soon as practicable.
9. Items are stored safely in an environment that prevents contamination.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of clothing/equipment: infant clothes, nappies, bedding and nursery equipment
2. Work activities include: - to prepare environment to receive children - to prepare disinfectant solutions and to arrange pails safely - to change disinfectant solutions every 24 hours
**Range Statement Cont’d.**

- to sluice and soak soiled articles
- to observe universal precautions
- to implement the labelling of bottles and proper storage
- to launder items of clothing
- to dry and store clean linen and clothing
- to clean nursery equipment and toys
- to clean and sanitise surfaces
- to undertake minor repairs
- to note and report major repairs
- to remove damaged items and report them
- to store items safe from contamination

3. **Instructions include:**

- manufacturers’ and recommendations from supervisor relating to mixing ratio, application/usage, disposal/change

4. **Hygiene procedures include:**

- universal precautions

5. **Working knowledge of:**

- the importance of maintaining standards of hygiene and cleanliness for clothing and nursery equipment for infants at different stages
- cleaning and disinfectant materials suitable for infant clothing and nursery equipment and how to use them safely
- appropriate laundry methods/techniques for different types of materials
- simple repair techniques
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC3. Promoting and supporting children’s social and emotional development

Element: EC3.1 Help children to interact with others

Performance Criteria

1. Provision of activities and experiences encourages children to play and do things co-operatively and purposefully with adults and each other.

2. Children are motivated to co-operate with others in a way consistent with realistic expectations of their behaviour in relation to their level of development.

3. Maintenance of children’s safety and emotional well being is assured.

4. Assistance in resolving conflicts is prompt and fair and encourages children to modify their behaviour in future.

5. Interaction between children and adults is encouraged through play and learning experiences.

6. Treatment of anti-social behaviour is appropriate to the incident and appropriately applied.

Range Statement

Competent performance of the Criteria must be demonstrated in the following:

1. Age band: - birth to 1 year, 2 - 3 years, 4 - 8 years

2. Characteristics of children: - children using one language, children using more than one language, children who have difficulty in relating to others and those who do not; those engaged in solitary, parallel, associative and co-operative play; children of different gender, abilities; those of differing social, cultural and religious backgrounds.

3. Group size: - pairs, small groups, large groups

4. Interactions include: - learning and play experiences, conflict resolution; promotion and development of mutual understanding and respect among children’s
Range Statement Cont’d.

5. Types of anti-social behaviour:- racist; sexist; abusive; dishonest; threatening

6. Work activities include: -
   - to provide activities and learning experiences for children
   - to encourage children to cooperate with others
   - to encourage children to resolve minor conflicts amicably
   - to intervene in conflicts when appropriate and necessary
   - to provide play and learning experiences
   - to challenge anti-social behaviour

7. Working knowledge of:
   - the individual needs, with regard to social and emotional development, or specific disability of the children in the setting, and ways of meeting these needs
   - the role of the adult in the resolution of conflict situations among children and the rationale behind it
   - the importance of adults as role models
   - the importance of planning and scheduling play time
   - methods and approaches in challenging anti social behaviour
   - knowledge of conflict resolution techniques with children below the age of 7 years
   - behaviour traits of children engaged in solitary, parallel, associative and co-operative play
   - the use of play to deconstruct negative behavioural responses and to learn positive ones

8. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC3. Promoting and supporting children’s social and emotional development

Element: EC3.2 Help children to develop self-reliance and self-esteem

Performance Criteria

1. Adult responses to children’s verbal and non-verbal communication encourage children’s free expression of needs, ideas and feelings.

2. Physical contact is appropriately used to reassure children and promote their feelings of self worth.

3. Children’s involvement in decision-making is within their capacity.

4. Praise of efforts/achievements is expressed in an honest and sincere manner that promotes the development of trust, self-confidence and self-esteem in children.

5. Children are guided in learning to accept responsibility for their own actions.

6. Opportunities provided for children to experience success and be positively recognised by others promote the development of self-confidence and self-esteem.

7. Children are addressed by their own name and given individual attention at all possible times.

8. Children are encouraged to practise self-help skills and to be helpful to others in the course of daily routines.

9. Behavioural expectations of children are appropriate to their stage of development and do not subscribe to unreasonable stereotyping.

10. Children of both genders are encouraged to pursue their interests and engage in non-stereotypical activities.

11. Support to children in their efforts at problem solving does not undermine their self-reliance, self-esteem and safety.

12. Children’s personal and cultural occasions are specially observed with cultural differences being highlighted and respected.

13. Consultation with parents concerning expectations of their children’s independence and inter-dependence helps to reconcile any differences.
Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. **Age band:** - birth to 1 year, 2 - 3 years, 4 - 8 years

2. **Characteristics of children:** - children who have difficulty in developing self-reliance and self-esteem and children who do not, children using one language, children using more than one language, children from different backgrounds and cultures

3. **Strategies:** - exercising choice/decisions, making things and practical self-help skills, self-expression

4. **Appropriate physical contact:** - hugging, patting

5. **Work activities include:** - to respond reassuringly and lovingly to children
- to support non stereotypical behaviours, interests and activities of children
- to encourage child participation in devising rules for the setting
- to encourage children to express their needs and ideas
- to provide opportunities for children to take their own decisions and accept responsibility for their actions
- to use opportunities for children to develop self-help skills
- to offer assistance to overcome difficulties
- to consult with parents

6. **Working knowledge of:** - a range of strategies for motivating children
- the negative effects of labelling
- a range of activities, routines and strategies which encourages respect for the individual child, and to understand the rationale behind these
- the importance of self-respect and self knowledge among adult workers
- the development of self-reliance and self-esteem as a gradual process and how this is affected by maturation, and the development of communication skills in the child
- the importance of communication with, knowing how to listen to, and to encourage interaction between children and adults and children
Range Statement Cont’d.

- when it is appropriate to give responsibility to children, why this is important, and that family/cultural expectations of this may vary and should be handled sensitively
- when to praise a child for his/her efforts and the rationale behind positive reinforcement for effort
- a range of strategies to encourage negotiation with children, know their possible outcomes and understand the need for flexibility in their application
- how to provide activities and strategies to promote self-reliance and self-esteem and how they may be adjusted to take account of children from different cultural backgrounds, genders and with special needs
- gender stereotyping issues in childhood socialisation
- how to interact with parents in a manner which reinforces the self-image of the child and supports positive interaction between parents and child

7. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC3 Promoting and supporting children's social and emotional development

Element: EC3.3 Help children to recognise, express and deal with their feelings

Performance Criteria

1. Children's expression of their feelings is encouraged in a safe and secure environment.
2. Children are guided through appropriate methods and activities in exploring their feelings.
3. Children express negative feelings in socially acceptable ways.
4. Emotional outbursts and negative reactions from children are dealt with in a calm and reassuring manner.
5. Disruption to other children and damage to property are minimised during emotional outburst of children.
6. Learning opportunities arising in the daily routine are identified and appropriately used.
7. Concern over the recognition and expression of feeling in individual children is shared with parents, colleagues or other professionals as appropriate to the situation.
8. Ways of expressing and dealing with feelings are adopted appropriate to the situations.

Range Statement

Competent performance of the Criteria must be demonstrated in the following:

1. Age band: birth to 1 year, 2 – 3 years, 4 - 8 years
2. Characteristics of children: those who have difficulty in recognising and dealing with their feelings and those who do not, those who use more than one language, those under stress, those with little/limited language
3. Types of feelings: positive feelings, negative feelings
4. Group size: one to one, small group, larger group
Range Statement Cont’d.

5. Means of expressing feelings include: - verbal, actions, role play

6. Exploration of feelings include: - recognising, naming, describing, and dealing with own and feelings of others

7. Work activities include: - to encourage children to express their feelings
                    - to deal appropriately with emotional outbursts and negative reactions from children
                    - to help children develop their understanding of feelings and social relationships
                    - to create opportunities to help children extend their vocabulary of words relating to feelings

8. Working knowledge of: - social and environmental factors which affect children and families
                   - the wide range of emotions both positive and negative, covered by the term 'feelings'
                   - the importance for the child's social and emotional development of learning to recognise, name and deal with their feelings and the feelings of others
                   - the powerful nature of feelings in young children and what expectations of control would be appropriate
                   - strategies for encouraging the expression of positive and negative feelings in words and actions where appropriate
                   - expression of feeling should not be governed by cultural or gender stereotypes
                   - recognition of signs of distress in a child
                   - recognition of emotional outbursts and appropriate strategies which lead to positive outcomes
                   - the rationale behind a calm and reassuring manner when dealing with children who are emotionally upset, including awareness of safety and minimum disruption to other children
                   - learning opportunities which arise in the daily routine to help children to express, discuss and control their feelings and strategies for maximising the potential of these opportunities to help children develop socially and emotionally
                   - the role of the carer and boundaries of confidentiality with regard to the sharing of concern
                   - children's emotional and social development with parents, colleagues and other professionals
Range Statement Cont’d.

9. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC3. Promoting and supporting children’s social and emotional development

Element: EC3.4 Prepare children for a change of environment

Performance Criteria

1. Individual children’s needs for preparation and support are identified.

2. Information given to children about the new environment is appropriate to their level of understanding.

3. Planned play and learning activities incorporate expectations of the new environment.

Range Statement

Competent performance of the Criteria must be demonstrated in the following:

1. Age band: - birth – 1 year, 2 – 3 years, 4 – 8 years

2. Characteristics of children: - children who have difficulty in relating to others and those who do not, children who have experienced many previous moves/carers and those who have not, children with disabilities

3. Types of moves: - moves to new settings away from locality, moves to new setting within the locality

4. Work activities include: - to discuss with appropriate persons how the arrangements will work for children to move on
- to assist in identifying children’s needs for preparation and support in moving on
- to provide information to children appropriate to their level of understanding
- to liaise with parents and professionals as appropriate prior to providing children with information
- to incorporate into play activities the ideas of moving on in positive ways which are appropriate to child’s development
- to assist if possible in the process of familiarisation of children with new settings
Range Statement Cont’d.

5. Working knowledge of: - children's needs with regard to change and the importance of preparing for and managing transitions
   - child care/education provision available in the community
   - the effects of separation and how these can affect young children
   - the carer’s own role and that of others involved in arrangements and what action is appropriate to minimise stress in transitions
   - the level of understanding of the child and the importance of giving them information according to this level
   - the importance of parental involvement in decision making
   - appropriate play activities to encourage positive expectations of the new setting and role of the carer in these activities
   - the importance of recognising and making use of opportunities to familiarise children with new settings

6. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC3. Promoting and supporting children's social and emotional development

Element: EC3.5 Help children to adjust to a new environment

Performance Criteria

1. The welcome extended to children is warm and individually directed using the child's preferred name.

2. The use of items and activities familiar to the children's homes or previous care settings is effectively demonstrated to ease the transition to a new environment.

3. Familiarisation of children to the physical layout and new personnel is conducted in a relaxed and unhurried manner.

4. Assistance in helping children to adjust to a new environment takes into account their level of development and receptivity.

5. Preparation for the arrival of new comers takes into account other children with whom they will interact.

6. Reassurance of new comers is appropriate to the situation.

7. The level of individual attention, comfort and physical contact offered is appropriate to the expression of distress or anxiety.

8. Strategies used to encourage children to join in activities allow them to adjust in their own way and at their own pace.

9. Strategies used to help children adjust to a new environment take into account all desirable outcomes.

Range Statement

Competent performance of the Criteria must be demonstrated in the following:

1. Age of children include: - from birth to 1 year; 2-3 years, 4 - 8 years

2. Reassurance relates to: - unfamiliar factors in the environment; absence of familiar carers
Range Statement Cont’d.

3. Children characteristics include:
   - those having difficulty adjusting
   - those without difficulty adjusting
   - those with physical disability
   - those of different ethnic and socio-economic background

4. Desirable outcomes include:
   - reduction of unfounded anxieties, identifying any cause for concern; involving parents/guardians in helping children to adjust

5. Work activities include:
   - to welcome children
   - to ease transition from previous care settings
   - to make children become familiar with the physical layout
   - to make children adjust to care setting
   - to prepare children for the arrival of newcomers
   - to offer reassurance to children
   - to give children individual attention and comfort
   - to encourage the participation of children in activities
   - to share information with parents
   - to collaborate with parents in improving children’s adjustment process

6. Working knowledge of:
   - awareness of young children’s needs in relation to change and separation and that these may vary with individuals
   - the effects of change and the importance of sympathetic and appropriate handling including physical contact
   - sensitivity to the role played by transitional objects and activities as agreed with parents
   - the importance and method of welcoming children and recognising their individual needs
   - the importance of a familiarisation programme which takes into consideration both the level of development of the child and his/her emotional state
   - the rationale behind the strategies of the care/education setting for settling in children and the need for flexibility
   - how children differ in the time taken to adjust to the care/education setting and the different types and levels of support required
Range Statement Cont’d.

- the importance of preparing children and adults in the new setting to receive newcomers
- how to impart information to parents in a manner which does not raise anxiety but nevertheless alerts them to potential or actual causes for concern

7. Demonstrate:

- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC3. Promoting and supporting children’s social and emotional development

Element: EC3.6 Facilitate children learning through social play

Performance Criteria

1. Activities selected for children’s play are appropriate to the children's level of development.
2. Activities are consistent with curriculum plan.
3. Equipment and material appropriate to the children’s level of development and intended activities are provided.
4. The presentation of equipment allows for choice and experimentation.
5. The quantity of equipment and materials is sufficient to enable the planned number of children to participate.
6. Children are guided in using equipment and materials in ways that encourage interaction and co-operation.
7. Children’s access to small items is restricted or supervised as consistent with maintaining their safety.
8. Children are encouraged to take turns and play co-operatively as consistent with age related behavioural expectations.
9. Materials are provided to stimulate children's engagement in imaginative and creative social-dramatic play.
10. Children are encouraged to stand up for their rights in dealing with bullies for example and to assist shy, withdrawn children to become part of the group.
11. Children are encouraged to be respectful, friendly and accepting of others who are culturally or physically different in any way.
Range Statement

Competent performance of the Criteria must be demonstrated in the following:

1. Activities to include: - individual activities, group activities

2. Materials and equipment to include: - water, sand, malleable materials painting or drawing materials, materials for collage and three dimensional modelling, skipping rope and appropriate equipment for physical play (gross/fine motor development)

3. Location to include: - outdoor and indoor

4. Children to include: - those with special needs - those from birth to 1 year, 2 to 3 years and 4 to 8 years

5. Work activities include: - to provide a wide range of materials for dramatic play - to select activities for children play - to identify equipment appropriate to children’s development - to arrange play area - to ensure safe and hygienic equipment - to enhance interaction between children at play - to encourage turntaking and co-operation as developmentally appropriate

6. Working knowledge of: - behaviour patterns of children at various stages development (birth to 1 year, 2 to 3 years, 4 to 8 years) - common play activities for children within age range birth to 8 years - physical and social importance of play to children - considerations in selecting equipment and materials for children from birth to 8 years (safety; hygiene; appropriateness)
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC4 Facilitating the appropriate management of children's behaviour

Element: EC4.2 Promote positive aspects of children's behaviour

Performance Criteria

1. Examples of positive aspects of behaviour are regularly identified and explained to children in ways appropriate to their level of understanding.

2. Positive aspects of behaviour are encouraged through effective use of praise and other rewards.

3. Choice of methods to reinforce positive behaviour is appropriate to children's level of development and reflects their likes and interests.

4. The sharing of positive aspects of children's behaviour enhances self-esteem and promotes positive expectations for future behaviour of the children.

5. Praise is given frequently for children’s appropriate behaviour while undesirable behaviour is challenged in ways that do not destroy the children’s self esteem.

6. Children are encouraged to share/show sympathy and respect for others' rights and assert their own in appropriate ways.

7. Children are encouraged and allowed to work out their own differences whenever possible.

8. Guidance practices are suitably matched to children's personalities and developmental levels.

9. Children are allowed to choose between positive behaviour options.

10. Co-operation and not competition is emphasised.

Range Statement

Competent performance of the Criteria must be demonstrated in the following:

1. Age band: - birth to 1 year, 2 - 3 years, 4 - 8 years

2. Dimensions of behaviour: - social behaviour, physical behaviour, verbal behaviour, behaviour in relation to tasks, behaviour in relation to others, behaviour in relation to self

Range Statement Cont’d.

3. Characteristics of children: - children with special educational needs e.g. autism, pervasive behavioural disorders, communication
difficulties, excess motor activity, attention deficit disorder etc. children with normal behavioural patterns for age.

4. Work activities include:
- to be alert to and commend positive behaviours of children
- to identify and explain examples of positive aspects of behaviour
- to give praise or reward for positive behaviours when appropriate
- to share examples of positive aspects of a child’s behaviour
- to choose method of reinforcement and positive behaviour
- to encourage children to respect rights and assert their own
- to encourage children to work out their differences
- to match guidance practices to children’s personalities and developmental levels
- to allow children to choose between positive behaviour options
- to encourage co-operation

5. Working knowledge of:
- the importance of encouraging co-operation of children in the choice and use of positive behaviour options
- the concept of socially acceptable/desirable behaviour and how this may vary across settings and cultures
- the basic principles of child rearing skills in relation to behaviour and why it is important actively to promote positive aspects of behaviour
- the rationale behind offering explanations and discussions of socially desirable behaviour to children
- specific strategies for promoting positive behaviours which include ignoring undesirable behaviour which does not affect safety

6. Demonstrate:
- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC4. Facilitating the appropriate management of children’s behaviour
Element: EC4.3    Manage inappropriate aspects of children’s behaviour

Performance Criteria

1. Activities and experiences provided are sufficiently attractive, varied and able to keep boredom and frustration to a minimum.

2. Plays, which become over-stimulating for children are promptly modified.

3. Rules and limits are consistently maintained and reasons explained in simple language.

4. Incidents of inappropriate behaviour are handled in calm and controlled ways, which do not harm the child emotionally, psychologically or physically.

5. Response to incidents is appropriate both in timing and method to the nature of the behaviour and the child’s individual needs at the time.

6. Firm but friendly techniques, for example, reminding, persuading are used when rules are violated.

7. The application of sanctions is consistent with the policy of the setting and the rights of the child, and clearly distinguishes disapproval of the behaviour from rejection of the child.

8. Where physical restraint is unavoidable, the minimum amount is used consistent with maintaining the safety of the child and others.

9. Persistent problems with inappropriate behaviour are promptly and accurately reported to parents/guardians, colleagues or other professionals as appropriate to the worker’s role and responsibilities, and advice is sought.

10. Likely confrontations between children are anticipated and averted, using appropriate strategies.

11. Children are guided in positive ways, which emphasise what they can do rather than what they cannot do.
Range Statement

Competent performance of the Criteria must be demonstrated in the following:

1. **Age band:**
   - birth to 1 year, 2 to 3 year, 4 to 8 years

2. **Dimensions of behaviour:**
   - directly challenging to carers; non-compliance; stubbornness; disruptive/destructive/damaging to setting/other children, self damaging or personally constructive, aggressive

3. **Techniques of behaviour management:**
   - time out; persuasion; reminding; ignoring unwanted behaviour; withdrawal of privileges; repairing damage

4. **Characteristics of children:**
   - children with special educational needs e.g. autism, pervasive behavioural disorders, communication difficulties, excess motor activity, attention deficit disorder etc. Children with normal behaviour patterns for age

5. **Work activities include:**
   - to provide activities and experiences to keep boredom and frustration to a minimum
   - to modify play which becomes over-stimulating
   - to apply rules and limits
   - to handle incidents of inappropriate behaviour
   - to respond to incidents of behaviour
   - to use firm but friendly techniques
   - to apply appropriate punishment
   - to restrain a child appropriate to the child’s needs and safety
   - to deal with persistent problems with inappropriate behaviour
   - to anticipate and avert confrontations between children
   - to guide children in positive ways

6. **Working knowledge of:**
   - the factors and circumstances which may encourage or provoke children to display difficult or negative behaviour
   - the reasons why a calm and controlled manner is important and why physical punishment is not necessary, acceptable or effective
   - the basic principles of behaviour modification and how they can be used to manage children’s inappropriate behaviour
Range Statement Cont’d.

- the importance of setting limits and consistency of application by significant adults
- principles for selecting reward system to be used when dealing with problem behaviour
- techniques of physical and non physical control
- legal implications of physical and/or other methods of control
- the importance of not using negative methods of behaviour control e.g. shouting, shaming, threatening, beating, spanking, slapping
- the importance of adhering to clauses within the UN Convention on the Rights of the Child regarding the exercise of restraint

7. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC5. Planning, implementing and evaluating daily activity plans for children

Element: EC5.1 Support children’s involvement in activities

Performance Criteria

1. Children’s participation in preparing or clearing activities is encouraged appropriate to their age and level of development and in keeping with health and safety guidelines.

2. Children are assisted to put on protective clothing at all necessary times.

3. Assistance given to children to adjust their clothing permits freedom of choice and is consistent with the cultural and religious practices of families.

4. Supervision of children using equipment ensures their safety and well being.

5. Assistance offered to children with disabilities enables them to participate in the activity whilst promoting their independence.

6. Comments promote and sustain children’s interest without disrupting their concentration, control of the activity and social interaction with others.

7. The clearing up of spillage and replenishment of materials ensure the safety of children and adults and promote continued interest and involvement.

8. Children are encouraged to replace objects and materials before leaving the activity.

9. Encouragement of children to participate in activities avoids gender, racial or other stereotyping.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of activities: - adult directed/structured activities spontaneous/child initiated activities, physical play with large equipment, every day routines

2. Age band: - birth - 1 year, 2 - 3 years, 4 - 8 years

3. Group size: - one to one, small group, large group
Range Statement Cont’d.

4. Work activities include:

- to involve children in preparing and clearing activities
- to assist children with putting on protective clothing
- to assist children to adjust clothing for freedom of movement
- to make provision for adequate supervision of children during the use of equipment, and ensure their safety and well-being
- to encourage adult support for children’s activities
- to assist children with disabilities to participate fully in all activities
- to ensure that cleaning up spillage and replenishing materials does not interfere with the interest and involvement of children and adults but ensures their safety
- to encourage children to replace objects and materials to their correct place before leaving the activity
- to create an atmosphere where children can participate in activities regardless of their gender, race, social, religious and economic status

5. Working knowledge of:

- how to support and encourage children in their activities without disrupting their play or detracting from their overall control/self-reliance
- the role of the types of activities stated in the range in promoting children's learning and development and why, when and how adult intervention and support might be necessary
- particular health and safety considerations of the various common types of activities for children in early childhood settings
- the importance of independence, self direction and task achievement in developing children's self esteem and self confidence

6. Demonstrate:

- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC5. Planning, implementing and evaluating daily activity plans for children

Element: EC5.2 Facilitate children's creative expression through art, music and movement activities

Performance Criteria

1. The selection of songs/music to be prepared or memorised is agreed on when necessary with the appropriate person in advance of the session.

2. The selection of songs/music balances familiar items with new ones and encourages the interest and participation of the children.

3. Opportunities for children to choose their own songs are created as appropriate to the occasion and setting.

4. The music/songs extend the children’s awareness of traditional and contemporary culture and language.

5. Eye contact, body movement and the voice are used in a manner likely to engage children’s attention.

6. The use of musical instruments and visual aids is appropriate to the level of development of the children and enhances their participation and enjoyment.

7. Children are encouraged to express themselves through music and movement in creative and non stereotypical ways.

8. A wide variety of unstructured materials is provided to encourage children to construct simple craft items, paint and make models of their own creation.

9. Children's artistic creations are displayed in ways which value them in their own right, and not in ways which assess them against adult models.

10. The length of individual sessions takes into account the attention span of the children.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Participation: using instruments, participation through body movement and singing
2. Music and songs: traditional/familiar, cross-cultural

Range Statement Cont’d

3. Group size: small group, large group
4. Age band: birth to 1 year, 2 - 3 years, 4 - 8 years

5. Work activities include:
- to select and familiarise with appropriate songs/music in advance of session
- to invite parents and children to bring their favourite songs/musical instruments
- to prepare appropriate seating for the occasion and assist children in choosing songs
- to create the atmosphere which allows children to demonstrate a variety of cultures through songs and music
- to ensure that children can enjoy and participate in songs and music at their age levels
- to gain children’s attention by using songs and music creatively
- to encourage children to move their bodies creatively to music
- to provide unstructured materials for creative craft work
- to display children’s work
- to plan the sessions bearing in mind the attention span of that age group

6. Working knowledge of:
- a selection of songs and musical activities, to cover the range
- the approximate attention-span of children of different ages
- types of songs which are or are not likely to work with groups of different size
- appropriate instruments (including home made) and how to use them
- the role of music and songs in promoting children’s learning and development
- how to adapt/change words of traditional songs and rhymes in order to avoid stereotyping
- how to encourage children’s creativity through the use of unstructured materials
- the importance of valuing and displaying children’s work in its own right and not as assessed against adult models
- how to adapt/design session to encourage participation of children with hearing impairment
Range Statement Cont’d.

7. Demonstrate: the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential.
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC5. Planning, implementing and evaluating daily activity plans for children

Element: EC5.3 Engage the interest of children in story telling

Performance Criteria

1. The story chosen is appropriate for the developmental level and interest of the children.
2. Where necessary the choice of story is agreed on with the appropriate person in advance.
3. The story chosen and any accompanying illustration promote positive images of people.
4. The methods and visual aids help to engage children’s attention and concentration.
5. Seating arrangements ensure children’s comfort and their ability to see any visual aids.
6. Children are settled as far as possible before the story begins.
7. Eye contact, body movement and the voice are used in a manner likely to engage children’s attention.
8. The story is told in a manner which reflects the mood of the story and engages the children’s interest by inviting participation where appropriate.
9. Participation of children is encouraged, and disruptive comments or behaviour are dealt with without undermining the children’s self-confidence.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Method: - tell story from memory, read a story, with and without additional visual aids and actions
2. Group size: - one-to-one, small group, larger group
3. Types of books: - with written text, books without words, books in a variety of languages and illustrative styles
4. Age band: - birth to 1 year, 2 - 3 years, 4 - 8 years
Range Statement Cont’d.

5. Work activities include:
- to choose stories consistent with level of the children’s development
- to consult and agree upon appropriate stories with the supervisor or other appropriate person
- to ensure that all stories promote positive images of people
- to use methods of story telling and reading to enhance children’s attention and concentration (e.g. voice changes, dramatisation)
- to arrange comfortable seating for children and adults before starting
- to settle children and get their attention before the start of the story
- to use eye contact, body movement and voice to get children’s attention
- to maintain interest by encouraging children’s participation

6. Working knowledge
- a selection of books and stories to cover range, and why they are suitable
- children's possible emotional responses to stories
- the role of books and stories in promoting children’s learning and development
- how literature and illustrative styles vary across culture and why it is important to show children books in different languages and styles
- how positive images in books and stories are important to children's developing sense of identity and feelings of self worth
- how to review books and stories in preparation for a story session
- how to adapt/design a story telling session to enable the participation of children with sensory impairment

7. Demonstrate:
- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC5. Planning, implementing and evaluating daily activity plans for children

Element: EC5.4 Display objects of interest for children to observe, explore and discover

Performance Criteria

1. The selection of objects is sufficiently varied and interesting to engage children’s attention, stimulate their senses and promote discussion.

2. Discussion of specific themes encourages children to bring or suggest items of relevance for display.

3. Objects are displayed in an attractive manner and within the sight and reach of children with due consideration for their health and safety.

4. Books and other relevant written or pictorial materials included in thematic displays are appropriate and relevant.

5. Themes selected are familiar to the children from their family and community experiences.

6. Children are encouraged to view and to talk about the displays, and manipulate items within the constraints of safety and fragility.

7. Display items are examined and discussed with the children in ways which stimulate their senses and extend their understanding.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Objects of interest: natural objects, manufactured objects, thematic collection

2. Types of examination: using sight, hearing, touch, taste, smell (as appropriate)

3. Location: indoors, outdoors

4. Age band: birth - 1 year, 2 - 3 years, 4 - 8 years

Range Statement Cont’d.
5. **Work activities include:**
- to select and agree on the theme for the display with the appropriate persons
- to clearly label display items
- to collect varied and interesting items for display
- to involve the children in the selection of the theme and display items
- to present the objects on display in an attractive manner within easy reach of the children
- to select objects for display which are culturally and environmentally appropriate
- to include books and pictorial material in displays
- to select themes which are familiar to children
- to maintain adequate supervision of the display
- to contribute to plans for rotation or change of display

6. **Working knowledge of:**
- why and how examination and sensory exploration of objects of interest can be used to promote children's learning and development
- how to build on children's natural curiosity and how not to stifle it
- how to enable children with sensory impairment to explore and examine objects effectively
- the sorts of objects and materials which reflect the cultural background of the children in the group and others which can be used to extend their understanding of other cultures
- the value of using questioning to help children discover and learn

7. **Demonstrate:**
- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC5. Planning, implementing and evaluating daily activity plans for children

Element: EC5.5 Assist children in a simple food and drink preparation activity

Performance Criteria

1. The items chosen and management of the activity allow for maximum participation of the children consistent with maintaining their health and safety.

2. Number/quantity of utensils and ingredients is suitable for the participating children and all materials are easily accessible.

3. Protective gears are made available and children are encouraged to use them to prevent stains and damage to their clothing.

4. Ingredients are stored under hygienic conditions.

5. Surfaces, equipment and children’s’ and adults’ hands are washed to avoid infection and to maintain hygiene.

6. Aspects of the activity reflect children’s own cultural experiences and extend their knowledge of a variety of cultures.

7. Assistance given to children is appropriate to their needs and encourages the development of new skills.

8. Explanation and discussion are used to extend children’s learning and enjoyment.

9. The choice of recipe enables children to eat the food they prepare.

10. Allocation of tasks of preparation, cooking and clearing away avoids gender or other stereotyping.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Preparation method: cold ‘cooking’, cooking activity, which requires application of heat, mixing, stirring, pouring, sampling
Range Statement Cont’d.

2. Items include: - drinks, cold preparations, cooked and uncooked food, sweet and savoury foods, food from other cultures, healthy eating (vegetables, fruits, grains, staples)

3. Group size: - 10 for cold cooking, 5/6 for hot cooking

4. Age band: - 2-3 years, 4 - 8 years

5. Safety characteristics: - plastic knives, oven guards, kitchen safety gates, child size utensils and equipment, protective clothing, safe working surfaces

6. Work activities include: - to involve children in the selection of activity and to source ingredients
- to identify suitable cooking utensils and ingredients in enough quantities
- to organise materials and ingredients according to recipe
- to prepare working surfaces and maintain hygiene
- to ensure that adults and children wash hands before food preparation
- to ensure children are wearing protective clothing during cooking activity
- to encourage learning by preparing food in an attractive manner using a variety of shapes and colours
- to invite the children and adults to eat the cooked food
- to select a variety of dishes that reflect the children’s and other cultures
- to clean up and store leftovers and cooking utensils under hygienic conditions

7. Working knowledge of: - hygiene requirements including proper storage conditions and handling procedures
- general principles of healthy eating and "healthy eating" recipes
- a variety of ideas and recipes suitable for making with children in a group including examples from different cultures
- demands of different cooking processes and recipes in relation to children of different ages and levels of development
Range Statement Cont’d.

- how to adapt food and drink preparation activities to enable the participation of children with special needs
- the potential of food and drink preparation activities for promoting different aspects of children's learning and development.
- safety considerations in doing food and drink preparation activities with children

8. Demonstrate:  

- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role:  Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC5.  Planning, implementing and evaluating daily activity plans for children

Element: EC5.6  Play games with children

Performance Criteria

1. Games selected are consistent with the level of development of the children.
2. Children are encouraged to exercise choice when possible.
3. The game selected encourages the experience of success and minimises that of failure.
4. The number of children involved in the game is appropriate to the amount and type of equipment available.
5. Explanation of rules and methods of play are appropriate to the children’s level of understanding.
6. Encouragement to take part highlights the importance of involvement rather than competitive aspects of the game.
7. Children are encouraged to take turns, follow rules and take responsibility for controlling the game as consistent with their level of development and with maintaining fair treatment for all.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of game:  - table top games, physical/action games, competitive games, non-competitive games, solitary games, games involving challenge to the self
2. Location:  - indoors, outdoors,
Range Statement Cont’d.

3. Age band: - birth to 1 year, 2 - 3 years, 4 - 8 years

4. Group size: - small group, large group

5. Work activities include: - to involve children in the selection of games
- to ensure that games selected are consistent with the level of the children’s development and safety
- to select games which encourage success, minimise failure and promote co-operation
- to ensure that there are enough games/equipment available and appropriate so that no child will be left out
- to explain and assist children in the understanding of play
- to involve children in co-operative rather than competitive play
- to provide setting where children can follow the rules, take responsibilities and treat each other fairly
- to encourage timid children to participate

6. Working knowledge of - the role that table top games can play in increasing a child's understanding of number matching and sequence
- how playing games with children can be part of an overall theme assisting children's development
- how to devise and improvise children's games
- selection of games to cover the stated age range
- the effects of competitive games and losing on children’s behaviour and self esteem
- the potential role of traditional games in gender stereotyping and how to counteract this
- the sequence of development of children's play with particular reference to parallel play, co-operative play, turn-taking, sharing and the ability to cope with rules.
- how to handle children who are disruptive and non-co-operative and those who don't want to participate
- how to adapt games to enable the participation of children with special needs
Range Statement Cont’d.

7. Demonstrate: the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential.
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC6 Promoting children’s sensory and motor development

Element: EC6.2 Provide opportunities for children’s exercise

Performance Criteria

1. Planned exercise and physical play take into account all relevant factors relating to the children.
2. Planned exercise and physical play indoors maximise use of available space.
3. Provisions for exercise and physical play offer challenges that encourage the development of the children’s physical skills while taking into account children with special needs.
4. Adult involvement enables the development of children’s self-confidence and enjoyment of physical activities.
5. Maximum use is made of opportunities for outdoor play taking into account relevant constraints.
6. Equipment for children’s exercise and physical play meets established safety requirements.
7. Supervision of children’s physical play ensures their safety at all times.
8. Learning opportunities created through physical play are identified and appropriately acted upon.
9. Children are appropriately dressed to allow maximum freedom of movement.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Relevant factors include: children’s levels of development, state of health and physical abilities; parents’/guardians’ expressed wishes
2. Location: indoors, outdoors
3. Provisions include: relevant equipment, space/play area; materials/resources
Range Statement Cont’d.

4. Adults’ involvement include: - encouragement, assistance; participation

5. Age band: - birth to 1 year, 2 - 3 years, 4 - 8 years

6. Relevant constraints include: - weather conditions, accessibility; safety and security of outdoor play space and equipment

7. Learning opportunities include: - situations that enhance children’s understanding and acceptance of physical disabilities

8. Work activities include: - to create opportunities for children’s physical exercise, whether mobile or non mobile and physical
  - to make use of available indoor space for children’s exercise and physical play
  - to provide age appropriate equipment that encourage the development of the children’s physical skills and motor coordination
  - to adapt equipment to enable the participation of children with special needs
  - to encourage assistance and participation of adults
  - to maximise use of opportunities for outdoor play
  - to identify and remove defective items and equipment from use
  - to supervise children’s physical play
  - to create learning opportunities through physical play
  - to help children to adjust their clothing for increased comfort during physical exercise

9. Working knowledge of: - the general role of exercise in promoting physical growth and development
  - the importance of adequate supervision for children during physical exercise
  - the relationship between level of child’s development and physical abilities and appropriate exercise
  - how to undertake simple adaptations to equipment and spatial arrangement of equipment to suit children’s needs and safety requirements
  - indicators of stereotypical approaches to exercise and how to provide non-stereotypical exercise and play
  - methods of providing for different types of exercise and physical activity
  - the role of physical achievement in developing self confidence and self awareness
  - age appropriate to large and small muscle equipment

Range Statement Cont’d.

10. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s
developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential.
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC7. Promoting and supporting cognition and communication skills in children

Element: EC7.1 Increase children’s cognitive awareness and conceptual understanding

Performance Criteria

1. Materials, activities and experiences chosen are appropriate to stimulate children’s curiosity and learning through observation and discovery.

2. Access to interest or learning centres facilitates children’s self-directed and independent learning.

3. Special learning materials are made accessible to children with learning and other disabilities.

4. Learning experiences and activities increase children’s understanding of the relationships between persons, things and events.

5. Children are encouraged to recall and relate details of events.

6. Children are encouraged to think of creative ways to solve problems that arise during daily activities.

7. Repeated reinforcement of concepts already introduced increases children’s understanding of and the ability to use terms appropriately and meaningfully.

8. Open-ended questions are frequently used to promote critical thinking skills of children.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Characteristics of children: - children with special needs and those without; children using more than one language; children with communication difficulties, and children with difficulties forming relationships.

2. Age band: - 2-3 years, 4-8 years.
Range Statement Cont’d.

3. Location: - indoors, outdoors

4. Children’s activities: - dramatic and role play (e.g. telephone games), field trips, nature walks, early stimulation activities

5. Nature of relationships:- distance and space relationships; similarities and differences; relative position of things, cause and effect; time, quantity, state etc.

6. Communication methods: - talk, sign language, body language/gestures, pictorial stimuli, eye to eye contact, touch/tickling

7. Access: - scheduled time; physical reach

8. Work activities include:- to choose materials, activities and experiences for purposes of stimulation
- to encourage children to recall and relate events
- to encourage children to solve problems
- to encourage questions and comments from children
- to reinforce concepts introduced to children
- to facilitate access to interest/learning centres
- to encourage children to think critically and to appraise their environment
- to participate in activities which enable children to explore concepts
- to use special learning materials
- to use open ended questioning techniques

9. Working knowledge of:- techniques of talking to children which facilitate two-way communication
- the role of adult talk and questioning skills in the process of conceptual development in children
- the importance of recognising customs and language particular to various cultural groups
- the importance of demonstrated respect for and reinforcement of children’s descriptions and explanations of interest and activities
- the relationship between the worker’s use of language and the child’s capacity to develop conceptual and perceptual thinking
Range Statement Cont’d.

- the importance of providing stimulating environments to encourage conversation and children’s learning
- the variety of alternative means of communication
- techniques of asking questions
- range of concepts appropriate for learning at pre-school stage
- range of activities and experiences that promote concept building and problem solving skills
- types of learning centres to stimulate interest

10. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC7. Promoting and supporting cognition and communication skills in children

Element: EC7.2 Listen and respond to children's talk and expressions

Performance Criteria

1. Children are encouraged to build communication skills through questioning and commentaries.

2. Children are listened to attentively, patiently and with evident interest.

3. Opportunities to explain to and reason with children are created and used.

4. Talking and responding to children demonstrate that their thoughts and feelings are valued.

5. Children's expression in talk or crying is appropriately interpreted and responded to.

6. Non-verbal communication is recognised and interpreted appropriately.

7. Opportunities for children to offer explanations, reasons and to express themselves freely are encouraged in both planned and routine activities.

8. Children are encouraged to talk about events in their own lives and their own interests and experiences.

9. Children's first language is recognised, respected and translated to demonstrate the parallel form in standard English.

10. Story telling is used to develop children’s skills in listening, comprehension and recall.

11. Speech, which allows children to learn new forms of expression, is appropriately modelled by adults.

12. Games and activities are adapted to enable participation of children with communication difficulties.
**Range Statement**

Competent performance of the criteria must be demonstrated in the following:

1. **Characteristics of children:**
   - children with special needs and those without; children using more than one language; children with communication difficulties (hearing impairment, cerebral palsy, autism, aphasia, etc) and children with difficulties forming relationships.

2. **Age band:**
   - birth to 1 year, 2-3 years, 4 - 8 years

3. **Children's activities:**
   - dramatic and role play, field trips, all learning activities

4. **Communication methods:**
   - talk, sign language, body language/gestures, pictorial stimuli, touch/tickling

5. **Location:**
   - indoors; outdoors

6. **Expressions interpreted to include:**
   - enquiry, excitement, need, urgency, distress

7. **Work activities include:**
   - to listen to children
   - to create opportunities to explain to and reason with children
   - to talk and respond to children
   - to encourage children to offer explanations, to reason and express themselves freely
   - to listen to talk or crying and recognise feelings being communicated appropriately
   - to interpret non verbal signals appropriate to level of development and special needs
   - to recognise, respect and translate children's language to demonstrate the parallel form in standard English
   - to develop children's listening skills, comprehension and recall
Range Statement Cont’d.

- to encourage children to talk
- to provide new forms of expression in adult talk
- to incorporate listening and talking into daily activities with children with communication difficulties
- to adapt talking and listening games to enable participation of children with communication difficulties

8. Working knowledge of:

- the role of the worker as listener in the process of a child’s language acquisition
  - techniques of listening to children which facilitate two way communication
  - the child’s human right to expression
  - the importance of recognising the meaning expressed in the feelings embodied in children’s talk and crying
  - the importance of demonstrated respect for and reinforcement of children’s descriptions and explanations of interest and activities
  - the relationship between the worker’s capacity to listen and the child’s potential for developing conceptual and perceptual thinking
  - the importance of using stimulating strategies to encourage children’s talk and expression as a medium in their learning
  - the variety of alternative means of communication
  - common communication difficulties in young children
  - how layout and physical conditions can affect communication
  - appropriate talking and listening games and activities for children with communication difficulties and those without
9. Demonstrate: the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential.
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC7. Promoting and supporting cognitive and communication skills in children

Element: EC7.3 Encourage communication between children

Performance Criteria

1. Social play activities allow children to imitate roles and language patterns familiar in their homes and communities.

2. Children are assisted to find words that express their feelings and ideas to peers.

3. Opportunities for creative play in music, art and dance encourage children to interact in groups.

4. Planned activities in play increase verbal interchange and co-operation among children.

5. Alternative methods of communication between children are encouraged in accordance with developmental levels.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Characteristics of children: - children with special needs and those without; children using more than one language; children with communication difficulties, and children with difficulty forming relationships

2. Age band: - birth to 1 year, 2-3 years, 4 - 8 years

3. Location: - indoors, outdoors; home corners; yard corners

4. Group size: - pairs, small groups, large groups

5. Children’s activities: - dramatic and role play, art, dance, music, use of props (e.g. telephone games), costume, dressing up and scenery, storytelling, co-operative games, all learning activities

6. Communication methods: - talk, sign language, body language/gestures, writing; typing; pictorial stimuli, touch/tickling
Range Statement Cont’d.

7. Work activities include:
   - to implement activities which encourage children to give expression in play with one another
   - to assist children to find words to express themselves
   - to devise activities which encourage verbal communication, respect and co-operation between and amongst children
   - to assist children together to explore roles imaginatively
   - to assist children’s interactions with each other through dance, art and music
   - to praise and reward group efforts appropriately
   - to encourage children to use alternative methods of communication

8. Working knowledge of:
   - the importance of praise and reward for success in group talking and co-operative activities
   - techniques of drama, storytelling, role play, music, dance and art in promoting group expression and interaction
   - the role of the worker as facilitator in the process of a children’s talk, interaction and play
   - the child’s human right to group association and expression
   - the importance of demonstrated respect for and reinforcement of children’s verbal expression through joint interests and activities
   - the relationship between the worker’s capacity to encourage children’s talk and the children’s potential for developing conceptual and perceptual thinking
   - the variety of alternative means of communication
   - the importance of the use of behaviour guidelines to promote expression of rights and responsibilities of children
   - techniques for problem solving and conflict resolution with groups of young children appropriate to developmental level and age

9. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC8. Observing/detecting and responding to signs of abuse in children

Element: EC8.1 Identify signs and symptoms of possible abuse

Performance Criteria

1. Injuries or abrasions are identified during routine activities.

2. Indications of deviations from standard physical care are identified and noted or reported as is appropriate.

3. Significant negative changes in behaviour are promptly identified through observation of children’s behaviour.

4. Observation of irregular bruises and other abrasions are accurately recorded, with date and time.

5. Notes taken of explanations of injuries, abrasions or changes in behaviour offered by children, parents/guardians or other carers are accurately recorded.

6. Discussion of any cause for concern with the parent/guardian is reported to the supervisor or other appropriate person.

7. All available information is considered in evaluating the significance of signs and symptoms of abuse.

8. Actions taken in relation to signs and symptoms of abuse are consistent with agency/setting procedures.

Range Statement

Competent performance of the Criteria must be demonstrated in the following:

1. Types of signs and symptoms: physical; behavioural, emotional

2. Types of abuse: physical abuse; neglect and failure to thrive; emotional abuse; sexual abuse; abuse that results in outward physical signs; abuse which results in behavioural symptoms
Range Statement Cont’d.

3. Age band: birth to 1 year, 2-3 years, 4 - 8 years

4. Characteristics of children suspected of being abused:
   - children with signs and/or symptoms of abuse: fingerprint bruising, bilateral bruising, scalds/dip marks with clear boundary, reddening and soreness of the anus or genital area, frozen watchfulness, regression, stimulated sexual acts in play with other children or dolls etc., repeated absenteeism

5. Work activities include:
   - to observe children during routine caregiving functions and other activities
   - to observe children's behaviour to ensure that significant negative changes in behaviour are identified
   - to note observations of children's physical appearance (limb, skin abnormalities, bruises in various stages of healing
   - to note unusual discharge/redness/soreness of anus or genital area
   - to note forms of bleeding in urine or from anus or genital area
   - to note whimpering/wincing and other manifestation of pain when held
   - to note withdrawal, depression and other signs of emotional disturbance
   - to note fear or agitation when in the presence of particular adult or caregiver
   - to report observations about any concerns, unexplained injuries and how these are dealt with
   - to record and maintain log books about behaviour pattern and any inconsistency which appears inappropriate
   - to note continuous/high rate of absenteeism
   - to observe and note abnormal simulation of sexual activities towards others
   - to discuss outstanding cause for concern with supervisor
Range Statement Cont’d.

6. Working knowledge of: 

   the physical, behavioural and emotional indicators, 
   which may signify possible abuse
   These should include:—

   • physical injuries, bruises and abrasions in 
     unusual sites or configurations compared with 
     those likely to have been inflicted in age 
     appropriate play or other evidence of deliberately 
     inflicted injury; inflammation, infection and 
     bleeding of genital area and anus and other 
     evidence of sexual activity; hair injury, toxic 
     ingestion, burns/scalds poor standards of 
     hygiene, infection and infestation, weight loss or 
     growth restriction and other physical signs of 
     chronic neglect and failure to thrive

   • self destructive behaviours, unprovoked 
     aggression and anti-social behaviour, withdrawal 
     and isolation, inappropriate sexual play, 
     precocious sexual or sexualised behaviour, 
     frozen watchfulness, eating disorders, sleep 
     disturbance and nightmares, stress linked 
     enuresis, regression, over-compliance and 
     indiscriminate affection and other symptoms of 
     behavioural disturbance (over-eating/under- 
     eating, acute reactions, fear phobias)

   • depression, mood swings, apathy, low self 
     esteem and other emotional indicators of 
     possible abuse

   • how to recognise, describe and record the 
     appearance of bruises and other injuries and 
     abrasions in different locations and on different 
     skin types (including use of diagrams as an aid 
     and the importance of dating records)

   • a general awareness of the circumstances, 
     lifestyles, relationships and particular 
     pressures on families whose children are in the 
     care of the worker

   • ways of observing and monitoring children for 
     signs and symptoms of possible abuse

   • the child protection procedures of the setting/ 
     agency and how, when and to whom to report 
     suspected abuse
Range Statement Cont’d.

• the normal rules and boundaries of information sharing and confidentiality within the setting and the circumstances under which these may be breached
  - the importance of adhering to regulations laid down in the setting with regard to child abuse
  - the importance of informing supervisor of explanations given by parent/guardian/carer
  - the importance of involving parents/guardians from the early stages of enquiries
  - the influence of cultural, racial and gender stereotyping on interpretation of signs and symptoms of possible abuse and how to counteract this

7. Demonstrate:

  - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC 8. Observing/detecting and responding to signs of abuse in children

Element: EC 8.2 Respond to a child’s disclosure of possible abuse or neglect.

Performance Criteria

1. Indications of possible abuse are responded to promptly and in a calm manner.
2. Reassurance and comfort are offered as appropriate to the situation.
3. Information on possible abuse or neglect is communicated promptly to the supervisor or other appropriate person, as required by the procedures of the setting.
4. Communication is encouraged at the child's own pace and without exerting pressure or offering guarantees of confidentiality.
5. Language and other methods of communications are appropriate to the child's level of understanding and to the nature of the abuse.
6. Information revealed about possible abuse is recorded comprehensively, accurately and legibly, with the date and time of disclosure.
7. Support in coping with personal emotional reactions is sought as appropriate to the child’s needs.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of disclosure: full/open disclosure; partial/hidden/indirect disclosure
2. Types of abuse: physical abuse; neglect; emotional abuse; sexual abuse
3. Circumstance: attempted disclosure at inappropriate/pressured time/situation; disclosure at non-pressured time/situation.
4. Age band: birth - 1 year, 2 - 3 years, 4 - 8 years
Range Statement Cont’d.

5. Characteristics of children: - children could indicate possible abuse verbally (descriptions comments, descriptions, questions) or non-verbally (acting out in play, gestures).

6. Work activities include: - to respond to indications of possible abuse
- to offer reassurance and comfort
- to encourage communication at children’s own pace and without exerting pressure or offering guarantees of confidentiality
- to communicate with children appropriate to their level of understanding and to the nature of the abuse
- to record information revealed about possible abuse
- to seek support in coping with personal emotional reactions

7. Working knowledge of: - the possible influence of cultural, racial, gender or other forms of stereotyping on response to a child who attempts to disclose abuse and how to counteract this
- ways of listening to and communicating with children of different ages including indicators of readiness to communicate and how to interpret both overt and covert messages
- the personal and emotional impact of child abuse, how to manage a controlled response to distressing disclosures and how to deal with the aftermath including appropriate sources of personal support
- the roles and responsibilities of relevant professionals to whom referral should be made or from whom advice/involvement should be sought with regard to possible disclosure and how and when to access their help
- the child protection procedures of the setting/agency and the worker’s own role and responsibilities within them
- the importance of reassurance and continued unconditional acceptance for the child in countering the potentially damaging effects of abuse and disclosure on self-image and self-esteem
- the potential impact of disclosure of abuse on other family members
- the importance of not pressuring the child, prompting or asking leading questions
- information on children's rights from the UN convention on the rights of the child

Range Statement Cont’d.

8. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s
developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC 9. Observing/recording development of children and taking appropriate action

Element: EC9.1 Identify and record children’s developmental status and deviations from the norm

Performance Criteria

1. Observation of a child's physical condition and behaviour during routine activities identifies significant deviations.
2. Symptoms or patterns of poor health, which may indicate emerging chronic conditions, are noted and reported.
3. Behaviour inconsistent with a child's level of development/unusual pattern of behaviour is noted and reported as appropriate.
4. Discussion of any cause for concern with the parent is reported to the supervisor or other appropriate person.
5. Evaluation of the significance of possible signs and symptoms reflects considerations of all available information.
6. Actions taken in relation to signs and symptoms of abuse are consistent with the agency/setting procedures.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Deviations relate to: - poor standards of health, cleanliness and physical care
2. Signs and symptoms: - physical; behavioural, emotional
3. Types of poor health and development: - neglect and failure to thrive
4. Age band: - birth to 1 year, 2-3 years, 4-8 years
Range Statement Cont’d.

5. Characteristics of children with poor health or development: - slow physical and emotional progress; slow developmental progress, failure to thrive, neglect apathy, recurrent illness.

6. Work activities include: - to note observations of child’s physical appearance (limb abnormalities, skin, eyes, nutritional status, teeth)
- to check for signs of illness – fever, rash, swellings, infection
- to weigh child at regular intervals and keep weight chart
- to initiate discussions with supervisor regarding observations, in context of the child within the family
- to handle discussions with parent in presence of supervisor
- to maintain accident and incident records.

7. Working knowledge of: - the physical, behavioural and emotional indicators which may signify possible poor health and development. These should include:- slow pace in attending developmental milestones of children from birth to 1 year, 2-3 years, and 4 - 8 years of age
- poor feeding (poor sucking in infants up to 1 year) and slow weight gain
- lack of attention/response to sounds, failure to focus on/follow objects
- failure to make ‘talking’ sounds in response to others talking
- failure to thrive e.g. weight lower than normal, decrease in play and activity
- poor daytime bladder control, enuresis
- regression, aggression, withdrawal, apathy
- recurrent infection, temperature, respiratory problems
- malnutrition, poor skin condition
- discoloration of skin, eye or teeth
- poor interaction with group activity

8. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development
Function: EC 9. Observing/recording development of children and taking appropriate action

Element: EC9.2 Use basic screening instruments to record observations

Performance Criteria

1. Use of instruments for measurement or recording of development is straightforward, relaxed and not intimidating or harmful for the child.

2. Weight and height of child is measured accurately and recorded correctly.

3. Developmental observations with screening instruments are undertaken as part of routine activities.

4. Completion of checklists and report formats in use in the setting is comprehensive, legible and accurate.

5. Screening instruments used are age appropriate and free from biases and stereotypes.

6. Significant deviation from the norm during routine/regular check is noted and reported to the supervisor or other appropriate person.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of screening instruments:- growth (height and weight charts) developmental screening check list, materials for testing motor skills, hearing and vision e.g. cup and spoon, rattle, E chart, building blocks

2. Signs and symptoms of deviation: - developmental delay against milestones, hearing/visual impairment, irregular patterns of behaviour/pervasive behaviour disorders, irregular gross and fine motor patterns, birth/brain trauma

3. Age band: - birth to 1 year, 2-3 years, 4 - 8 years
Range Statement Cont’d.


5. Work activities include: to use instruments in relaxed and non-intimidating and harmless manner.
- to weigh a child and record weight.
- to undertake physical examinations as part of routine or play activities.
- to use simple developmental screening device to identify variations from normal patterns of development of children (according to age and developmental norms).
- to refer observations and concerns to supervisor.
- to complete checklists and report formats accurately, comprehensively and legibly.

6. Working knowledge of: developmental milestones (physical and motor development).
- developmental skills (to detect deviations in cognitive, social and emotional development).
- signs of respiratory problems.
- height and weight charts.
- developmental screening check list.
- checklists and report formats in use in the setting.

7. Demonstrate: the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential.
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC10. Maintaining safety and well being of children and using first aid

Element: EC10.1 Maintain a safe environment for children

Performance Criteria

1. Maintenance of the setting is consistent with accepted standards of hygiene.
2. The use of safety equipment conforms to the manufacturer’s recommendations and guidelines.
3. Items are checked for safety and are removed and reported to the appropriate person if found to be dangerous.
4. The storage of dangerous substances is secure and out of the reach of children.
5. The disposal of waste materials is safe and hygienic.
6. Potential hazards are identified and dealt with in ways that ensure the safety of children and adults.
7. Outside doors or gates are adequately fastened and fire exits are unobstructed and clearly marked to ensure the safety of the children.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age: birth to 1 year, 2-3 years, 4 - 8 years
2. Location: indoors, outdoors
3. Items include: equipment, furniture and play materials for children
4. Group size: individual children; groups of children
5. Safety characteristics: equipment such as fire extinguishers (number, type, location), guards on stoves, gates on stairs, fences /guards around pools/ponds, covers on electric sockets. Dangerous substances such as disinfectants, cleaning agents, glue, medicines, chemicals, oil, car maintenance substances should be removed

Range Statement Cont’d.

6. Maintenance of the setting: cleaning, tidying, removing waste and objects
to include: which could put child at risk, checking security of gates and equipment, appropriate use of storage areas, removal of floor spills.

7. Materials for maintenance: - germicide, gloves, cleaning materials

8. Work activities include: - to implement routine housekeeping to ensure environment free of infection
- to use safety equipment and materials appropriate to children’s level of development
- to check equipment, furniture and play materials for safety
- to store dangerous substances
- to dispose of waste and soiled materials safely
- to use effective germicides to correct concentration levels
- to identify and deal with potential hazards
- to ensure that outside doors or gates are adequately fastened
- to manage animals within the setting.

9. Working knowledge of: - the importance of maintaining a hygienic environment for the safety of children
- routine safety checks on premises/equipment are carried out and appropriate action is taken
- how to identify potential hazards and minimise possible effects of them within the setting both indoors and outdoors.
- the health and safety hazards posed by animals in the care/education setting
- the procedures for reporting and correcting any safety hazards as quickly as possible in a manner which does not undermine the confidence of children
- the importance of adhering to manufacturers’ recommendations and relevant safety standards when using equipment

10. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC10. Maintaining safety and well being of children and using first aid

Element: EC10.2 Maintain adequate supervision of children

Performance Criteria

1. Maintenance of adult supervision ensures the safety of children at all times.
2. Supervision of children is carried out in a calm, relaxed manner and promotes children’s self-confidence.
3. Potentially dangerous situations are identified, and appropriate corrective actions taken.
4. Explanation of safety rules to children increases their awareness of the need for safety and supervision.
5. The extent of supervision avoids overprotection of children.
6. Policies and procedures for collecting children ensure that they are not handed over without authorisation.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age band: birth to 1 year, 2-3 years, 4 - 8 years.
2. Location: indoors, outdoors.
3. Group size: individual children; groups of children
4. Supervision characteristics: at play, at feeding times, at collection and departure, during sleep and rest periods, during periods of ill health, during isolation (where necessary), with attention to particular medical conditions/needs in other potentially hazardous activity
Range Statement Cont’d.

5 Work activities include:
- to maintain supervision of children
  - to promote children’s self confidence through supervision
  - to identify potentially dangerous situations and take action to rectify them
  - to increase children’s awareness of the need for safety and supervision
  - to avoid overprotection of children during supervision
  - to ensure that children are not handed over without authorisation

6. Working knowledge:
- the regulations concerning adult/child ratios appropriate in the setting and the importance of adhering to these
- that adult anxiety/inappropriate reactions to events are often transmitted to children and that stereotyping can prevent a children from achieving their potential
- the importance of policies and procedures for collection of children taking into account any special circumstances e.g. custodial orders and court requirements, or situations arising from parental conflict
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC10. Maintaining safety and well being of children and using first aid

Element: EC10.3 Apply emergency procedures

**Performance Criteria**

1. Emergency procedures are consistent with policy of the setting.
2. Information on emergency procedures is recorded and communicated clearly to the relevant person.
3. Contact with parents is done in consultation with supervisor.
4. In the event of an emergency, procedures are carried out promptly, accurately and calmly.
5. All incidents are reported promptly and recorded accurately.

**Range Statement**

Competent performance of the criteria must be demonstrated in the following:

1. **Age band:** - birth to 1 year, 2-3 years, 4 - 8 years.
2. **Location:** - indoors, outdoors
3. **Group size:** - individual children; groups of children
4. **Types of emergencies:** - fire and other emergencies necessitating evacuation of building e.g. earthquake, hurricane, flooding
   - sudden onset of medical conditions e.g. epileptic fit, asthma etc
5. **Emergency procedures include:** - contacting parents/guardians, drills and evacuations for earthquakes, fires, hurricanes, floods, Cardiac Pulmonary Resuscitation (CPR)
Range Statement Cont’d.

6. Work activities include:
   - to follow procedures for dealing with emergencies
   - to communicate information about emergency procedures to parents
   - to access information required to contact parents/guardians in the event of an emergency
   - to take action to resolve any difficulties in implementing emergency procedures
   - to carry out procedures in the event of an emergency
   - to report and record all incidents

7. Working knowledge of:
   - the importance of maintaining and using accurate records to enable parents to be contacted quickly if necessary
   - routine fire/emergency drill and how to respond promptly and appropriately in such situations

8. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
**Key Role:** Providing the resources and experiences to enhance and facilitate early childhood care, education and development

**Function:** EC10. Maintaining safety and well being of children and using first aid

**Element:** EC10.4 Respond to accidents or injuries to children

**Performance Criteria**

1. A first aid box is kept in a readily accessible place at all times.
2. The contents of the first aid box are checked regularly and replenished as necessary.
3. Requirement for first aid or medical attention is accurately determined and appropriately actioned.
4. Acceptable standards of hygiene are maintained when dealing with accidents or emergencies.
5. Comfort and reassurance are readily offered whilst ensuring the safety of others.
6. Report of the accident or emergency is accurately prepared as soon as possible and in the required format.
7. Information to parents/guardians regarding their children’s accidents is in accordance with practices at the setting.

**Range Statement**

Competent performance of the criteria must be demonstrated in the following:

1. **Age:** birth to 1 year, 2-3 years, 4 - 8 years
2. **Location:** indoors, outdoors
3. **Group size:** individual children, groups of children
4. **Types of accidents:** minor accidents or injuries, major accidents or injuries
Range Statement Cont’d.

5. Standards of hygiene include:- universal precaution; protection of other children from possible infection

6. Work activities include: - to check and replenish contents of first aid box - to assess and determine extent of injury or emergency - to take appropriate action for inhalation of foreign body - to maintain acceptable standards of hygiene when dealing with accidents or emergencies - to offer comfort and reassurance whilst ensuring the safety of others - to write report of accident or emergency in the required format. - to convey information about accident to a child to his/her parents/guardians

7. Working knowledge of: - how to convey information to parents/guardians without causing undue alarm - how to recognise and cope with children’s emotional reaction to accidents and emergencies - suitable contents of first aid box for a childcare/education setting and the importance of checking contents on a regular basis - how to assess the situation quickly and decide if medical attention is required - basic first aid required in an emergency and how to apply it - the setting’s requirements for recording accidents and emergencies - the policies and procedures of the setting for handling and disposing of body fluids and waste material particularly in light of AIDS/HIV virus, hepatitis etc. - the importance of carrying out standard procedures in the event of an accident in a calm and reassuring manner - use of universal precaution

8. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC10. Maintaining safety and well being of children and using first aid

Element: EC10.5 Ensure children’s safety on outings

Performance Criteria

1. The choice of outing is consistent with the children’s level of development and their safety.
2. Information for contacting the parents is kept accessible.
3. A list of children on the outing is kept readily available and the number of children checked at regular intervals.
4. Children’s clothing is appropriate for the type of outing and is consistent with parental wishes.
5. Provisions for security and protection are consistent with the children’s safety and level of development.
6. Supplies taken are appropriate to the needs of the children and the length of the outing.
7. Issues relating to public transport requirements are identified and resolved with the relevant individuals.
8. Appropriate precautions are taken when using private cars/buses to transport children to ensure the safety of the children.
9. Parent’s participation in outings is in accordance with the practices of the setting.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age band: birth to 1 year, 2-3 years, 4 - 8 years.
2. Location: indoors, outdoors.
3. Group size: individual children; groups of children
Range Statement Cont’d.

4. Provisions include: - safety reins; prams/buggies

5. Work activities include:
   - to select outing consistent with the level of children’s development and their safety
   - to obtain written permission in advance of outing.
   - to maintain list of children on outing
   - to use safety reins and children’s own prams/buggies consistent with the children’s safety and level of development
   - to take necessary supplies including first aid according to the needs of the children and the length of the outing
   - to identify public transport requirements and ensure safety measures are taken
   - to take safety precautions when using private cars/buses to transport children
   - to encourage parents to participate in outings

6. Working knowledge of:
   - a range of outings suitable for individual age ranges
   - the necessity of obtaining the permission of line manager before taking children off the premises and when it is appropriate to obtain parental permission
   - how to plan and prepare for an outing, with regard to safety, transport requirements, appropriate clothing, food and equipment
   - the regulations including insurance cover regarding the safe transportation of children in private cars, private buses, etc.
   - the importance of keeping a list of children on an outing and the necessity of checks at regular intervals
   - the contribution parents can make to outings and the importance of giving them full information in advance of the event

7. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC11 Maintaining a child oriented, welcoming environment structured to facilitate exploration, discovery and positive interactions

Element: EC11.1 Maintain the physical environment for young children

Performance Criteria

1. Modification of available space is necessary and appropriate.
2. The layout of furniture and equipment facilitates desired outcomes.
3. Entrances and exits are free from obstruction.
4. Adjustment of room ventilation and lighting, where possible ensures the comfort of children and adults.
5. Children are appropriately encouraged to assume a variety of responsibilities for the environment.
6. Potential barriers to and problems for children with special needs are identified.
7. Adaptations are made as necessary to the environment to enable the participation of children with special needs.
8. Maximum use is made of outside areas for exploration of the natural environment.
9. Periodic changes to the layout stimulate the interest of children and reflect changing needs.

Range Statement

Competent performance of the criteria must be demonstrated of the following:

1. Age band: - birth to 1 year, 2 - 3 years, 4 - 8 years

2. Types of environment: - play areas, everyday living areas to which children have access, empty halls/rooms, pre-set spaces with constraints on layout
Range Statement Cont’d.

3. Modification of space involves:- maintenance of environment suitable to the needs of children; increase children’s sense of physical security

4. Desired outcomes include: - making it easy to carry out activities; facilitate transition and clearing up

5. Location: - indoors and outdoors

6. Appropriate encouragement include: - avoidance of gender stereotyping; considerations of health and safety requirements

7. Work activities include: - to modify available space
- to design layout of furniture and equipment.
- to ensure the safety and ease of access of children and adults.
- to adjust ventilation and lighting
- to encourage children to assume responsibilities for the environment.
- to identify potential barriers to and problems for children with special needs.
- to make adaptations to the environment to enable the participation of children with special needs.
- to make use of outside areas for exploration of the natural environment
- to make changes to the layout

8. Working knowledge of: - safety requirements with respect to ventilation, lighting, access, current government regulations and standards
- safety procedures for emergencies including fire.
- ways in which the layout of furniture and equipment can encourage or discourage different kinds of activity, including individual play, communication in pairs and co-operation in groups to increase or decrease children’s feelings of security, make it physically easier/harder to engage in an activity, and clear up mess or change activities
- problems which may hinder access for children with physical disability
- the modifications required to the environment to cater for children with a variety of special needs
- the benefits to young children of being able to participate in decision-making
- children’s need to explore their environment in safety and security

Range Statement Cont’d.

9. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show
consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC11. Maintaining a child oriented, welcoming environment structured to facilitate exploration, discovery and positive interactions

Element: EC11.2 Maintain an attractive and stimulating environment for children

Performance Criteria

1. Objects and materials are displayed in ways that promote discussion and learning opportunities for children.

2. Pictures and other visual displays including children’s own work are presented in an attractive manner easily seen by children.

3. Visual displays about people actively promote positive images of people of both genders from various cultural and religious groupings, and those with disabilities.

4. Labelling of displays is clear, legible and written in a form and language familiar to children in the setting.

5. Where possible, natural materials are displayed in an attractive manner consistent with health and safety.

6. Children are involved in the selection and maintenance of materials for display as far as possible.

7. The attention of children and parents is drawn to displays in a manner, which encourages them to take pride in children’s own work.

8. Work included in displays avoids emphasis on the perfection of the end product.

9. Displays are changed sufficiently often to sustain the interest of children and parents.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of environment: - play areas, restricted part of the environment

2. Types of displays: - items of children’s individual work, co-operative efforts, thematic displays, natural materials and plants, rocks, shells
Range Statement Cont’d.

3. Work activities include: - to display objects and materials safely
   - to present pictures and other visual displays.
   - to promote positive images through visual displays about people
   - to label displays
   - to display natural materials
   - to involve children in the selection and maintenance of materials for display
   - to draw the attention of children and parents to displays

4. Working knowledge of: - principles of display; how to arrange materials to attract children's attention, how to make it easier for them to absorb content
   - a variety of techniques for mounting work and displaying it attractively and appropriately for children to see
   - the names of common plants and materials found in the vicinity
   - how to care for plants
   - safety considerations in displaying materials in the setting

5. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC11 Maintaining a child oriented, welcoming environment structured to facilitate exploration, discovery and positive interactions

Element: EC11.3 Maintain a reassuring environment for children

Performance Criteria

1. Anticipated changes to the environment, appropriate to their level of development are explained to children.

2. Unexpected events are clearly explained and reassurance given appropriate to the needs of the children.

3. Efforts to introduce complementary feeding to children do not cause emotional distress.

4. Items individually used by children are personalised where possible and used to encourage a sense of belonging.

5. Equipment and materials similar to those found in their environment are used to reflect cultural diversity and identify special needs of children.

6. Help extended to individual children is accessible to centre personnel.

7. Instructions and/or warnings about the possible risks in the children's environment are given, appropriate to their level of development and understanding.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of environment: - the physical environment, social/emotional environment

2. Characteristics of children: - those from dominant cultural group, those from other cultural groups, those new to the setting, those with special needs, those whose sense of security has been disturbed

3. Efforts to wean to include: - use of substitute objects, diversionary activities, reassurance and encouragement
Range Statement Cont’d.

4. Work activities include:
   - to help children to cope with changes to their normal environment and personnel
   - to explain unexpected events which affect the children
   - to personalise items for children’s individual use
   - to use equipment and materials which reflect cultural diversities

5. Working knowledge of:
   - common sources of fear and insecurity, including fear of separation among infants, toddlers, preschoolers (This covers simple knowledge of common stages /fears – enough to anticipate/recognise, but nothing more detailed)
   - awareness of how emotional attachments, needs and dependencies are formed
   - awareness of manifestation of fear and insecurity
   - ways of reassuring/dealing with fears including use of comfort objects
   - awareness of health and safety issues in use of comfort objects
   - existence of marked differences among children in liking for/need for physical comfort
   - a variety of equipment and materials, including kitchen and washing equipment, and fabrics, typical of a range of cultural backgrounds

6. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC12. Establishing a stimulating environment and developmental programme for children

Element: EC12.1 Arrange natural and other materials for creative play

Performance Criteria

1. The activities selected are appropriate to the broad level of development of the children and consistent with any overall curriculum plan.

2. The placement or location of equipment ensures ease of access and the safety of children and adults.

3. The presentation of equipment and materials is varied to attract children to use the activities and allow for choice and experimentation.

4. The use of protective coverings for furniture and floor prevents damage while ensuring the safety of children.

5. Protective clothing adequate for the particular activity is available.

6. Facilities for washing and drying are easily accessible.

7. The quantity of equipment and materials is sufficient to enable the planned number of children to participate.

8. The hygiene and safety of equipment and materials are checked before use and defective equipment is removed and faults reported to the appropriate person.

9. Children's access to small items is restricted or supervised as consistent with maintaining their safety.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of equipment: small scale constructional toys; large scale constructional toys; puzzles/shape fitting; tools/implements; threading/sewing
Range Statement Cont’d.

2. Types of materials: water, sand or alternatives; malleable materials, painting or drawing with or without specific aids; materials for collage and three dimensional modelling; adapted materials or equipment to enable the participation of children with special needs.

3. Types of skills: gross manipulative and fine manipulative

4. Facilities for washing and drying: wash basin, drying line and rack, pegs

5. Location: indoors, outdoors

6. Age band: birth to 3 years, 4 - 8 years

7. Working activities include: to select activities appropriate to the level of development of the children; to design layout of equipment and materials; to facilitate ease of access and safety of children and adults; to provide a variety of equipment and materials to attract children and encourage choice and experimentation; to use protective coverings (for furniture and floor); to prepare facilities for washing and drying; to use and care for protective clothing; to ensure adequate supplies of materials and equipment are available; to maintain hygiene conditions; to make safety checks and report faults to appropriate person

8. Working knowledge of: the differences between fine and gross manipulative play; what creative play is and how it assists learning and development; the kinds of materials involved in creative and manipulative play and their properties; a selection of special equipment and how to adapt it to children with special needs; how to sort out material and equipment attractively and to vary its presentation in order to stimulate interest
Range Statement Cont’d.

- the role of manipulative play in children's development (critical thinking, imagination, cause and effect)
- the potential hazards and the safety measures associated with natural and other materials
- which materials are “natural” and which are “other” materials
- a range of ways to set out and present materials attractively

9. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC12. Establishing a stimulating environment and developmental programme for children

Element: EC12.2 Arrange large equipment for physical play activities

Performance Criteria

1. Equipment is regularly checked for safety.
2. Equipment is correctly adjusted where required.
3. Faulty equipment is removed and brought to the attention of the supervisor.
4. The equipment is set up in ways, which make the best use of available space.
5. The number of children using the equipment is restricted as necessary to maintain safety.
6. Adaptations to the equipment and its layout enable the participation of children with physical disabilities.
7. Opportunities for outdoor physical play are appropriately utilised.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of equipment: - climbing equipment; moving equipment; equipment for climbing through; equipment for sliding or bouncing
2. Age band: - birth to 3 years; 4 - 8 years
3. Location: - indoors, outdoors
4. Work activities include:- to carry out regular safety checks and take appropriate action
   - to lay out equipment
   - to ensure safety is maintained
   - to make adaptations to equipment to enable participation of children with special needs
   - to provide and use opportunities for outdoor play
Range Statement Cont’d.

5. Working knowledge of:
   - potential uses of equipment and ways of modifying equipment for children with special need
   - the importance of children having opportunities for outdoor play
   - the types and uses of equipment in relation to physical activities and development
   - the various purposes of each piece of equipment
   - how to use space effectively and safely
   - the appropriate uses of equipment in relation to ages and sequences of development
   - the role equipment plays in challenging children to develop
   - the importance of graduating challenges, sequencing activities from simple to complex and consolidating learned achievements
   - how to set up equipment safely and minimise potential risks to children

6. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC12. Establishing a stimulating environment and developmental programme for children

Element: EC12.3 Provide opportunities and materials to stimulate role play

Performance Criteria

1. The placement and location of materials offer ease of access to children.
2. Placement of materials is consistent with the safety of children.
3. Equipment and materials are effectively used to enable children to develop role play imaginatively and spontaneously.
4. Planned role-play is supported by relevant and interesting materials.
5. Provision of equipment and materials extends children’s awareness of various cultures including their own.
6. Children are guided in using equipment and materials in ways which value artefacts and cultural practices.
7. The hygiene, safety and completeness of equipment are checked before use.
8. Equipment in need of repair or replacement is reported to the appropriate person.

Range Statement

1. Types of materials: - materials for specific theme – led role-play; materials for non-specific/child-led role-play
2. Age band: - birth to 3 years, 4 - 8 years
3. Location: - indoors, outdoors
Range Statement Cont’d.

4. Work activities include: - to make layout of equipment safe and easily accessible
   - to provide adequate supplies of materials to encourage (or make) the development of imaginative and spontaneous role play
   - to provide appropriate materials/equipment for planned role-play
   - to provide materials/equipment that broaden children's awareness of other cultures
   - to maintain hygiene and safety procedures
   - to report repair or replacement needs

5. Working knowledge of: - what role play is and what it may help to achieve in terms of a child's development, experience and creative potential
   - how to set up 'pretend' areas and activities
   - how to follow a theme through role play
   - the reasons why it is desirable to follow the child's lead and experiences
   - how gender and cultural stereotypes may be expressed in children's role play and how to counteract these
   - how to use equipment and materials to reflect children's own cultural backgrounds and extend their knowledge of other cultural groupings

6. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC12. Establishing a stimulating environment and developmental programme for children

Element: EC12.4 Set out a selection of books to interest children

Performance Criteria

1. Books are displayed in a suitable place easily accessed by children.
2. The area is made attractive and comfortable for children.
3. The selection of books is of the appropriate type and in sufficient variety.
4. The selection of books portrays positive images of people.
5. The selection of books enables children to make sense of, and extend their experiences and knowledge.
6. Books are checked for defects before use and repairs are made or books removed as necessary.
7. Children's self-made books are included in displays.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of book selection: - selection around a theme; selection for general interest; selection for information/reference
2. Age band: - birth to 3 years, 4 - 8 years
3. Work activities include:- to display books appropriately
   - to make the environment comfortable and attractive
   - to select a variety of books consistent with the level of children's development
   - to select books that promote positive images of people
Range Statement Cont’d.

- to arrange selection of books that will extend children’s experiences and knowledge
- to make periodic checks for defects, make repairs or remove if necessary

4. Working knowledge of:

- where to locate appropriate books including use of libraries available to the child's care/education setting
- a variety of different types of books and their uses e.g. story books, fact books, themes, sensory, picture books etc.
- how to set out books attractively
- the sequences of child development and the appropriateness of different types of book to the particular level.
- the reasons why it is important to provide books with positive images and which are non-discriminatory
- the importance and use of books in different languages and different illustrative styles
- how to make a comfortable, attractive area for children to use books

5. Demonstrate:

- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC12. Establishing a stimulating environment and developmental programme for children

Element: EC12.5 Clear away and store equipment used for activities

Performance Criteria

1. Equipment and surfaces are restored to a safe, hygienic and usable state.

2. Children are encouraged to participate in clearing away and cleaning consistent with their level of development, health and safety.

3. Materials and equipment are regularly checked to ensure an adequate supply.

4. Stocks are replenished following procedures agreed for the setting.

5. Labelling of equipment and materials offers ease of identification.

6. Equipment storage ensures accessibility and safe keeping, and prevents deterioration.

7. Damaged equipment is promptly reported to the appropriate person for attention.

8. Minor repairs to equipment and materials are carried out to acceptable safety standards.

9. The collection and disposal of waste consumable materials are consistent with the health and safety requirements of the setting.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of equipment: - large-scale equipment; small-scale equipment/toys; consumable materials; perishable materials; natural materials

2. Work activities include: - to maintain equipment in a safe, hygienic and usable state and report major cleaning requirements to appropriate person

- to encourage participation of children in clearing away and cleaning up

- to maintain availability of adequate supplies of materials/equipment
Range Statement Cont’d.

- to maintain proper storage of materials
- to report to appropriate person concerning damaged equipment
- to maintain proper health and safety procedures

3. Working knowledge of:

- where and how to store equipment safely and securely
- how to encourage children to help in clearing away and the importance of giving them responsibility
- how to make cleaning away fun
- the importance of effective labelling, easily accessible storage (at children’s level wherever possible), inventories and reporting of stock levels, equipment faults etc.
- routines for ensuring hygiene and maintenance of equipment and storage areas
- which materials are subject to deterioration and how to prevent or delay this

4. Demonstrate:

- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC13 Make toys, games and learning resources from no/low cost materials

Element: EC13.1 Contribute to the sourcing and collection of no/low cost materials for making learning resources

Performance Criteria

1. Materials selected for use are safe and appropriate to the age and developmental level of children in the setting.

2. Sourcing and collection of materials are guided by a prepared list of items, which can be handmade.


4. Information about the importance, nature and purpose of the desired materials is conveyed clearly to parents/guardians.

5. Lists of desired materials from parents/guardians are clearly posted in the centre and/or notes are sent home to parents/guardians regarding same.

6. Areas for the depositing of collected items are made available to parents/guardians.

7. Means of accessing suppliers follow stated guidelines of setting.

8. Children are involved in collection of natural materials for play/stimulation activities.

Range Statement

1. Types of safe materials: - natural materials; factory “seconds”, product parts or by-products; discardable home/kitchen items; low cost materials; materials for construction of play/stimulation/learning items

2. Means of accessing suppliers: - phone calls, prepared letters, circulars

3. Age band: - birth to 1 year, 2-3 years, 4 - 8 years.
Range Statement Cont’d.

4. Working activities include: - to contribute to lists of play/stimulation/learning resources that can be handmade from materials collected
   - to contribute to lists of materials required for making appropriate play/stimulation/learning resources
   - to itemise for parents/guardians desired materials required for making of learning resources
   - to mobilise support of parents/guardians in collection of usable scrap materials
   - to incorporate the collection of natural materials in programme activities with children
   - to organise convenient storage spaces for collected/donated materials

5. Working knowledge - toys and materials appropriate for each age category, stage of development, and area of development (social-emotional, fine and gross motor, cognitive, perceptual, language, sensory)
   - safety considerations in selection of materials for use

6. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC13 Make toys, games and learning resources from no/low cost materials

Element: EC13.2 Make learning resources

Performance Criteria

1. Surfaces used for making toys and learning resources are adequately protected from possible damage.
2. All hand-made toys meet basic safety standards as articulated by the Bureau of Standards.
3. Efforts to enhance the durability of handmade learning resources are utilised.
4. Play/stimulation/learning resources are attractive and neatly finished.
5. Supply of learning resources is sufficient for the number of children involved in the activity.
6. Use of equipment for making learning resources takes into consideration the safety of children.
7. New ideas for developing learning resources are documented and stored for reference.
8. Handmade items are made according to design or specification of guides.
9. Where guides for making learning resources are not used, creativity and initiative are applied safely and appropriately.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Approach to making learning resources: use of activity guides; use of initiative
2. Learning resources to include: visual aids; tactile objects; moving items; manipulative and non manipulative toys; malleable and non malleable toys; push/pull toys
Range Statement Cont’d.

3. **Type of equipment and materials:**
   - scissors, knives, paper punchers, staplers, wire cutters, needles, string, thread, tape glue, paint, markers, tracing paper, scrap cloth

4. **Types of guidelines:**
   - activity guide books, magazines, training workshop handouts/notes

5. **Age band**
   - birth to 1 year, 2-3 years, 4 - 8 years

6. **Work activities include:**
   - to follow step by step oral and written instructions regarding materials development
   - to replicate materials shown in 2 or 3 dimensional formats
   - to prepare surfaces appropriately for toy/material
   - to ensure that all hand-made toys are safe for the age group intended
   - to finish toys/materials in such a way that they may withstand use by children over an extended period of time
   - to make materials which are attractive and neatly finished
   - to ensure a sufficient supply of each hand-made resources
   - to ensure safe usage of equipment and material in the presence of children.

7. **Working knowledge:**
   - materials appropriate for each developmental level and each age category
   - toys and materials appropriate for each developmental area (socio-emotional, fine and gross motor, cognitive, perceptual, language, sensory)
   - safety requirements and procedures
   - methods of preserving hand-made learning resources
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC13 Make toys, games and learning resources from no/low cost materials

Element: C13.3 Help children to make toys

Performance Criteria

1. Expectations for fine motor co-ordination and perceptual abilities of children are appropriate for age group.

2. Adequate preparation of toy making is made in order to reduce frustration or boredom in children.

3. Children are given practice in following directions.

4. Arrangement of material facilitates ease of access and minimises potential frustration of children.

5. Assistance given to children in making toys does not stifle their creativity.

6. Children’s work is displayed with clear labelling of their names and individual work is sent home with children after being exhibited.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Toys to include: visual aids; tactile objects; moving items; manipulative and non manipulative toys; malleable and non malleable toys; push/pull toys

2. Type of equipment and materials: scissors, knives, paper punchers, staplers, wire cutters, needles, string, thread, tape glue, paint, markers, tracing paper, scrap cloth

3. Age band birth to 1 year, 2-3 years, 4 - 8 years
Range Statement Cont’d.

4. Work activities to include: - to organise simple toy-making activities that can be followed by children
   - to explain steps in toy-making in simple language
   - to prepare materials for use by children in toy-making
   - to guide children in making simple toys.

5. Working knowledge of: - organisation of groups and control and direction of children at different ages and stages of development
   - approximate ages for acquiring fine motor co-ordination skills

6. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development
Function: EC14. Promoting understanding of and involvement in children’s activities by parents/guardians

Element: EC14.1 Develop relationships with parents/guardians of young children

Performance Criteria

1. Communication with parents/guardians makes clear that their presence in the child care setting is welcome.

2. Parents/guardians are addressed by their preferred names and titles.

3. Where communication difficulties are experienced, help is sought from an appropriate source.

4. Opportunities to talk with parents/guardians are actively sought and created as far as possible within the constraints of the setting.

5. Interaction with parents/guardians indicates the high priority attached to the role of the parent/guardian as the most knowledgeable person about his/her own children.

6. Information given to parents/guardians is accurate, relevant and comprehensible.

7. Requests for information beyond the area of responsibility of the worker are referred to the appropriate person or agency.

8. Sensitive and appropriate response to parents'/guardians' behaviour takes into account relevant impacting issues.

9. Communication with parents/guardians is consistent with the requirements for confidentiality of the setting.

10. Respect for children and parents/guardians and their cultural background is expressed through positive interactions with them and others.

11. Comments made and views expressed by parents/guardians are shared with colleagues in ways likely to benefit families.
Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Characteristics of parents/guardian:
   - new, established, parents/guardians who are not members of the predominant cultural and linguistic group of the setting
   - parents/guardians who are not keeping to the centre's/carer's organisational arrangements

2. Impacting issues include:
   - personal and cultural variations in child rearing values; practices and factors affecting parents'/guardians' lives and self-confidence

3. Work activities include:
   - to communicate with parents/guardians.
   - to deal with communication difficulties
   - to actively seek and create opportunities to talk with parents/guardians
   - to respond to parents'/guardians' request for information
   - to respond to parents'/guardians' behaviour
   - to express respect for children and parents/guardians
   - to share comments made and views expressed by parents/guardians with colleagues

4. Working knowledge of:
   - the concept and implications of shared care and partnership with parents/guardians
   - the kinds of information likely to be needed by parents/guardians
   - methods of establishing relationships with parents/guardians who are not of the predominant cultural and linguistic group that the carer deals with, including sources of additional help and information
   - the policy of the setting concerning confidentiality of information including rules relating to children under supervision by children's services and medical records
   - parents'/guardians' rights under the relevant legislation
   - sources or causes of distress in parents/guardians
   - types of behaviours often exhibited by parents/guardians
Range Statement Contd.

5. Demonstrate: the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential.
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC14. Promoting understanding of and involvement in children’s activities by parents/guardians

Element: EC14.2 Implement settling-in arrangements with parents/guardians

Performance Criteria

1. Policies, routines and activities in relation to settling-in are implemented clearly with parents/guardians understanding and agreement.

2. Mutual agreement on care is established as far as possible within the constraints of the setting.

3. Settling in activities take into account all relevant issues.

4. Implementation of settling arrangements takes into account the collection of children.

5. Adherence to arrangements with parents/guardians takes account of children’s interest and safety.

6. Parents/guardians are encouraged to stay with their children where practicable.

7. Parents/guardians are offered reassurance and opportunities for checking on children’s welfare.

8. Manifestations of parents'/guardians’ anxieties and negative feelings are responded to in a non-judgemental manner.

Range Statement

Competent performance of the Criteria must be demonstrated in the following:

1. Age band: - birth to 1 year, 2 - 3 years, 4 - 8 years

2. Characteristics of children: - children with and without previous experience of care outside the home, children where a third party (e.g. Social Services/work) is involved

3. Characteristics of parents/guardians: - those who are able to stay for extended periods, those who are only available for limited periods, those from different social and cultural backgrounds

Range Statement Cont’d.

4. Relevant issues include - the needs of the child; the requirements of parents/guardians; the child’s previous experience; the requirements of the setting
5. **Work activities include:**
- to convey policies, routines and activities in relation to settling-in to parents/guardians
- to implement arrangements with parents/guardians for settling in
- to encourage parents/guardians to stay with children
- to reassure parents/guardians on children's welfare.
- to respond to manifestations of parents/guardians' anxieties and negative feelings

6. **Working knowledge of:**
- how children at different ages are likely to react to separation from parents/guardians and transition from one type of setting to another.
- the arrangements for settling-in and how to communicate these to parents/guardians.
- differing theories about settling-in and separation from parents/guardians and their implications for practice.
- key areas on which clear policies and mutual agreement should be established e.g. routines, boundary setting, emergencies.
- the difficulties faced by children and parents/guardians whose cultural and language background is different from the predominant culture and language of the setting.

7. **Demonstrate:**
- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

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**Key Role:** Providing the resources and experiences to enhance and facilitate early childhood care, education and development

**Function:** EC14. Promoting understanding of and involvement in children’s activities by parents/guardians

**Element:** EC14.3 Exchange information with parents/guardians about their children
Performance Criteria

1. Records of significant, personal and other information provided to parents/guardians are accurate.

2. Personal and other information provided by parents/guardians is correctly used in developing knowledge and understanding of each individual child.

3. Children’s activities in relation to rules, procedures and the philosophy of the setting are clearly conveyed to parents/guardians in ways which engender good will and understanding.

4. Parents/guardians are encouraged to seek information and explanations about their children’s experiences in the setting, and to discuss any areas of concern.

5. Information on activities shared with parents/guardians extend their understanding of how these activities meet their children’s needs and develop their potential.

6. Information shared with parents/guardians about children’s routines, activities and incidents occurring in their absence extend their awareness of their children’s experiences.

7. Information about children’s welfare and development is shared with parents/guardians according to agreed practices of the setting and to the area of responsibility of the worker.

8. Positive aspects of their children’s efforts, achievements and behaviour are identified to parents/guardians in ways, which enable them to feel pride in their children and value their efforts.

9. Parents’/guardians’ attention is drawn to any products of their children’s work in ways, which encourage them to value the work.
Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. **Age band:**
   - birth to 1 year, 2 - 3 years, 4 - 8 years.

2. **Characteristics of parents/guardians:**
   - new, established, receptive, parents/guardians with whom there are barriers to effective communication, parents/guardians who rarely visit the setting

3. **Types of information:**
   - related to health and welfare of the child, routines and activities, progress and achievements, access to children for collection, positive information, negative information

4. **Work activities include:**
   - to record and pass on significant personal and other information provided by parents/guardians
   - to make use of personal and other information provided by parents/guardians
   - to encourage parents/guardians to seek information and explanations about their children
   - to share information about the nature and purposes of children's activities with parents/guardians
   - to identify positive aspects of children's efforts, achievements and behaviour
   - to draw parents/guardians' attention to products of their children's work

5. **Working knowledge of:**
   - why exchange of information is beneficial to parents/guardians, children and staff
   - the types of information needed from parents/guardians and how to obtain it, record it and keep it up to date
   - the types of information needed by parents/guardians and how to communicate it effectively
   - strategies for sharing and exchange of information which take account of the need for flexibility and sensitive negotiation with parents/guardians
   - barriers to effective communication
   - how to keep records of information, confidential nature of some information and who has access to records
Range Statement Cont’d.

6. Demonstrate: the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC14. Promoting understanding of and involvement in children’s activities by parents/guardians

Element: EC14.4 Facilitate the involvement of parents/guardians in children's care and development

Performance Criteria

1. The involvement of parents/guardians in children’s care and development takes into account the policies of the setting.

2. Procedures for emergencies are established with parents/guardians and followed as appropriate to the nature of the emergency.

3. Response to parents/guardians’ concerns and anxieties about their children offers reassurance and encouragement to seek advice from appropriate sources.

4. Interaction with children reinforces the confidence of parents/guardians in the parenting role.

5. The exchange of ideas and views about managing children's behaviour enables the development of shared methods and strategies.

6. Discussion of intervention in disputes amongst children when a parent is present helps to clarify the roles to be taken by workers.

7. Efforts to facilitate continued breast feeding by nursing mothers are maximised

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Characteristics of parents/guardians:
   - new, established, parents/guardians who do not share the setting's philosophy and child care methods,
   - parents/guardians who are experiencing particular difficulties in parenting,
   - parents/guardians who wish to continue breast feeding
Range Statement Cont’d.

2. Work activities include: - to care for children
   - to establish procedures for emergencies with parents/guardians
   - to respond to parents/guardians’ concerns and anxieties about their children
   - to interact with children in the presence of their parent
   - to exchange ideas and views about managing children’s behaviour
   - to intervene in disputes amongst children to promote creative resolution to conflict
   - to facilitate parents/guardians wishing to continue breast feeding

3. Working knowledge of: - the worker’s role in the care and management of children and in sharing this with parents/guardians.
   - the central role of parents/guardians in the care and management of their child(ren)
   - rationale for policies pursued by setting and ways in which family values may differ from those of the setting
   - health and safety procedures with regard to different types of emergencies including accidents, illness, emergency closure of the setting etc. and when and how to contact
   - the importance of breast feeding

4. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC16. Contributing to a harmonious and efficient work environment in an early childhood setting

Element: EC16.1 Carry out work allocated

Performance Criteria

1. Instructions are noted or recorded in sufficient detail to enable tasks to be performed as specified.

2. Tasks are performed to standards and within time scales specified in instructions.

3. Work carried out is within the role and area of responsibility of the worker.

4. Any difficulty in fulfilling instructions or uncertainty about area of responsibility is referred promptly to the appropriate person.

5. Needs for additional support to improve performance are communicated clearly to the appropriate person.

6. Responses to opportunities for training or suggestions for changing methods of working demonstrate willingness to learn and adapt.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Type of work:  set out and clear away activities; routine maintenance of the environment; supervision of children/involvement in children’s activities; preparation of materials for activities

2. Work activities include: - to note and record instructions of tasks to be carried out  
   - to perform tasks as specified in instructions  
   - to ensure that instructions are carried out in accordance with the health and safety regulations of the setting  
   - to carry out work within the area of responsibility  
   - to ascertain area of responsibility from appropriate person
Range Statement Cont’d.

- to consult with appropriate person for additional support to improve performance if necessary
- to respond appropriately to training opportunities and suggestions for changes in methods of working.

3. Working knowledge of:-
   - the importance of listening and recording information accurately
   - the importance of carrying out instructions as specified
   - the importance of prioritising and managing time efficiently
   - the health and safety policy specific to the setting

4. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC16. Contributing to a harmonious and efficient work environment in an early childhood setting

Element: EC16.2 Give feedback on work carried out

Performance Criteria

1. Information is supplied to the appropriate person as requested.

2. Information supplied on request is accurate, relevant to the request made and within the worker’s competence to supply.

3. Requests for information not within the worker’s area of responsibility to supply are referred to the appropriate person.

4. Use is made of structured avenues and meetings to discuss and resolve work conflicts.

5. Ideas for improving current practice in the organisation, which are not within the area of responsibility of the worker to make, are clearly expressed to the appropriate person.

6. Boundaries of confidentiality agreed for the setting are adhered to at all time.

7. Use is made of structured avenues and meetings to discuss and resolve work conflicts.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of feedback: - written, verbal

2. Information to include: - levels of stock/materials; condition of equipment; effectiveness of activities and level of children’s participation in them

3. Work activities: - to give information to appropriate persons as requested
   - to ensure that information given is accurate, relevant and within worker’s competence
   - to refer request for information to appropriate person if the request is not in workers’ area of responsibility
Range Statement Cont’d.

- to make use of structured avenues and meetings
- to suggest ideas for improving organisational practices to the appropriate person.
- to adhere to confidentiality in giving feedback.

4. Working knowledge of:

- the daily/weekly routine of the setting
- the importance of showing sensitivity to the special needs of the child and family
- planning and recording within the worker’s own area of responsibility
- how the work of the organisation relates to, and is constrained by, external agencies
- the boundaries of confidentiality agreed for the setting

5. Demonstrate:

- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC16. Contributing to a harmonious and efficient work environment in an early childhood setting

Element: EC16.3 Relate to colleagues in the work setting

Performance Criteria

1. Information about activities within the worker’s area of work is shared with colleagues in ways which help them to carry out their own work and to put agreed plans into operation.

2. Offers of help made to colleagues are within the worker’s area of responsibility and competence.

3. Tolerance and respect for diversity of others' views and opinions, cultural and religious practices are clearly demonstrated.

4. The policy for equal opportunities of the organisation is adhered to.

5. Commitments to undertake work or assist colleagues are fulfilled as far as possible within the constraints of time and resources in the setting.

6. Responses to conflict with colleagues or between colleagues do not disrupt the work of the setting.

7. Conflicts, which cannot readily be resolved, are referred to an appropriate person.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of relationship: - relate to experienced colleagues; new colleagues or trainees; colleagues in a supervisory role.

2. Work activities include: - to share information about work activities in worker's area of work with colleagues
   - to carry out planned activities
   - to offer help to colleagues
   - to respond to the diversity of views, opinions, cultures and religious practices of colleagues
   - to adhere to policy for equal opportunities
Range Statement Cont’d.

- to undertake and carry out commitments made to colleagues
- to appropriately respond to conflicts with or between colleagues
- to refer unresolved conflicts to the appropriate person

3. Working knowledge of:
   - ways of dealing with conflict situations in a positive manner
   - grievance /complaints procedures and how to use them
   - the importance of policies for equal opportunities
   - the importance of recognising boundaries of worker’s own responsibility and competence
   - understanding of diversity of cultures and religious practices
   - importance to team cohesiveness of honouring commitments to colleagues
   - information sharing systems of the setting

4. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
PERFORMANCE STANDARDS
FOR NVQ-J LEVEL TWO
NVQ-J LEVEL 2

TECHNICAL/SPECIALIZED INDEPENDENT WORKER

Level two NVQ-J recognises competence in a broad range of varied work activities performed in a wide variety of contexts most of which are complex and non-routine. There is considerable responsibility, autonomy, control and guidance of others is often required.
PERFORMANCE STANDARDS FOR NVQ-J LEVEL TWO

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Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC1. Caring for children's physical needs including nutritional needs

Element: EC1.5 Plan routines for physical and nutritional care of children

Performance Criteria

1. Direct observation and dialogue with parents/guardians identify children's particular needs for physical and nutritional routines.
2. Planned physical and nutritional routines are consistent with identified needs of each child.
3. Physical and nutritional routines are consistent with families' values and practices.
4. Planned physical and nutritional routines enhance children's enjoyment and development of confidence.
5. Planned physical and nutritional routines include preparation for anticipated contingencies.
6. Physical and nutritional plans are developed and adapted in consultation with parents, children and colleagues.
7. Adequate periods of time are allotted to planned physical and nutritional routines.
8. Physical and nutritional routines are planned with sufficient flexibility.
9. Assistance given to children develops their self-help skills and sense of achievement in doing things for themselves.
10. Records relating to children's physical and nutritional routines are kept and shared with parents/guardians and colleagues as appropriate to the setting.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of routine: nutritional and physical routines on a daily/sessional basis; weekly routines; special routines which involve specialist assistance
2. Age band: birth - 1 year, 2 - 3 years, 4 - 8 years
3. Location: indoors, outdoors

Range Statement Cont'd.

4. Work activities include: to gather information regarding children's needs to plan routines based on identified needs
- to plan routines which harmonise with those of families
- to integrate routines into enjoyable and confidence building activities
- to plan contingencies
- to consult with parents, children and colleagues in planning
- to plan time for routines to ensure children are not rushed
- to plan routines which children can enjoy and benefit from
- to assist children to develop self help and achievement skills
- to maintain records of routines planned.

5. Working knowledge of:
- broad knowledge of how to meet physical and nutritional needs of young children
- stereotypical assumptions often made in assessing children's needs and how to avoid them.
- variations in family values and practices across cultural and other groupings and awareness that practices also vary in such groups.
- the background and previous experience of children in the group
- when and how to involve children in planning
- how to plan within a given time frame
- the need to take account of health and safety issues when planning
- periods of time for which children at various stages of development are capable of sustaining concentration
- methods of supporting children in the development of self-help skills
- the role of routine in promoting security in children and how to recognise signs of insecurity and distress
- simple record keeping techniques
- the need to adapt or modify planned routines to suit children's needs and interests and to capitalise on opportunities for learning.
- how to make use of indoor and outdoor equipment in implementing plans
Range Statement Cont’d.

6. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC.2 Providing stimulation and care for infants

Element: EC2.1 Stimulate infants to encourage their development

Performance Criteria

1. Environment provided for infants is safe, clean and stimulating.
2. The provision of adequate supervision and the use of age appropriate equipment and materials ensure the safety of infants at all times.
3. Provision of toys and materials of appropriate variety takes into account infants’ developmental needs and accepted safety requirements.
4. Activities are provided to stimulate and satisfy infants’ natural curiosity.
5. The daily routines are planned appropriate to the individual needs and level of development of the infants.
6. Physical contact, actions and communication ensure that infants are encouraged to respond, interact and communicate.
7. Adequate spaces are provided to enable mobility and stimulation opportunities to take place on the floor on soft covers.
8. Furniture and equipment appropriate for infants are made accessible to them.
9. Infants’ attempts to respond and communicate are recognised and positively reinforced.
10. Parents'/guardians’ participation in stimulating their infants is actively encouraged where possible.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Characteristics of infant: - infant unable to sit unsupported; infant able to sit up; reach and grasp; mobile crawling/walking infant
Range Statement Cont'd.

2. Age band: - infant under 6 months; 7 months to 18 months;

3. Types of stimulation/development: - physical; social/emotional; intellectual; sensory; language

4. Types of stimuli: - texture; colour; movement; pattern; touch; sound.

5. Stimulating environment Includes: - that which fosters exploration, natural curiosity, investigation and discovery

6. Types of safety mechanisms: - barriers, gates, harnesses, bumper pads, play-mats, rails

7. Types of techniques: - sounds, sights, tracking, range of motion exercises, eye contact, facial expressions, gestures, playing of repetitive games, physical contact, talking.

8. Location: - indoors, outdoors

9. Work activities include: - to provide a safe, clean and stimulating environment
- to provide adequate supervision
- to provide toys and materials
- to provide activities
- to ensure stimulation activities take place during daily routine
- to ensure physical contact, actions and communication
- to provide spaces for mobility
- to provide furniture for infants
- to recognise and reinforce infants’ attempts to respond and communicate
- to encourage participation of parents/guardians

10. Working knowledge of: - the importance of stimulation and interaction with adults to the development of infants up to 12 months
- toys and equipment suitable for infants up to 12 months
Range Statement Cont’d.

- the links between play and experiences and development
- awareness of importance of a suitable environment to provide stimulation
- knowledge of developmental milestones and deviations from the norm
- stages of language development
- appropriate toys and equipment to stimulate infants from birth to 18 months
- the importance of all the senses in stimulating development
- when and how to provide appropriate assistance to encourage motor skills development.
- suitable equipment for use with infants of different ages and stages of development
- awareness of limitations of stimulation.
- techniques to stimulate response in infants

11. Demonstrate:

- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC.2 Providing stimulation and care for infants

Element: EC2.9 Promote the language development of infants

Performance Criteria
1. Communication techniques are applied in ways, which facilitate language development in infants.
2. Opportunities created to broaden listening skills are appropriate to the level of language development of the infants.
3. Opportunities are created to develop sound discrimination.
4. Communication with infants is reinforced through appropriate interactive methods.
5. Communication methods encourage infants to participate in conversational exchange.
6. Acknowledgement and clarifying of infants' utterances help to ensure meaning and intent.
7. Infants' attempt to communicate is encouraged and reinforced.

Range Statement
Competent performance of the criteria must be demonstrated in the following:

1. Types of communication: pre-verbal communication; early verbal communication sound discrimination; crying; talk; sign language; body language/gestures; pictorial stimuli; touch/tickling
2. Communication techniques include: frequent naming and identifying of objects; playing of repetitive games, rhymes and songs; the use of books, stories, objects and pictorial materials
3. Interactive methods include: eye contact; non-verbal communication, tone and pitch of voice
Range Statement Cont'd.

4. Work activities include:
   - to name and identify objects and body parts
   - to talk through everyday activities and introduce repetitive games, rhymes and songs
   - to create opportunities to broaden listening skills
   - to create opportunities to develop skills in sound discrimination
   - to ensure use of eye contact, non verbal communication, pitch and tone of voice in communication with infants
   - to listen to crying and recognise feelings communicated
   - to interpret non verbal signals
   - to encourage conversational exchange with infants
   - to acknowledge and clarify infants’ utterances
   - to hear and demonstrate understanding of infants’ attempts to communicate
   - to use books, stories, objects and pictorial materials in stimulation to stimulate interest and reactions

5. Working knowledge of:
   - the sequence and development of language and communication skills in infants and factors, which influence learning and development
   - suitable books and stories for infants to support the development of language
   - games, rhymes and songs suitable for infants up to 12 months
   - the importance of turn taking and conversational exchange
   - methods of encouraging attentive listening and sound discrimination in infants of different ages
   - the importance of recognising the meaning expressed in the feelings embodied in child talk and expression
   - the importance of understanding infants’ cries as a method of communication

6. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development
Function: EC.2 Providing stimulation and care for infants

Element: EC2.10 Fulfil the nutritional needs of infants

Performance Criteria

1. Arrangements are appropriately made to encourage and facilitate mothers who are breast-feeding their infants.
2. The hygienic storage of expressed breast milk is ensured.
3. The availability of alternative types of milk for use in an emergency is ascertained.
4. Efforts to fulfil the nutritional needs of infants are consistent with the wishes of parents/guardians and the policy of the setting.
5. Personal hygiene routines for workers and infants are carried out in ways that prevent the spread of infection.
6. Food preparation and storage facilities satisfy hygiene standards.
7. The frequency, quantity and content of feeds or meals are appropriate to the age, weight and medical condition of the infant.
8. Feeds fed to infants are of appropriate consistency and temperature.
9. Infants are fed in a comfortable relaxed atmosphere, which ensures interest in and enjoyment of food.
10. Encouragement of infants to feed themselves is consistent with their level of development and physical ability.
11. Assistance extended to infants with special needs is consistent with result of consultation with parents or specialist advisers.
12. Information shared with parents/guardians ensures the infant's health and welfare and consistency of care.
Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. **Age range:** infants under 6 months; infants over 6 months
2. **Types of feeds:** bottle feeding; weaning; meals for older infants
3. **Efforts include:** methods of food preparations; feeding routines; arrangements for complimentary feeding
4. **Methods of feeding:** bottle; cup and spoon; finger feeding
5. **Work activities include:**
   - to make arrangements for encouraging and facilitating breast-feeding
   - to store expressed milk
   - to make available alternative types of milk
   - to observe cultural and religious practices in food and feeding routines
   - to implement personal hygiene procedures and universal precaution
   - to maintain hygienic conditions in preparation and storage of feeds
   - to ensure quality and quantity and content of feeds
   - to ensure safe consumption of feeds
   - to provide comfortable relaxed atmosphere
   - to encourage infants to feed themselves
   - to consult and make adaptations in feeding for children with special needs
   - to communicate with parents/guardians regarding feeding
6. **Working knowledge of:**
   - alternative types of milk for use with breast fed infants and methods of storing expressed milk.
   - the general nutritional requirements of infants at different ages and what constitutes a balanced diet
   - methods of food and drink preparation, presentation and preservation and hygiene and safety requirements associated with these, including universal precaution
   - the process of weaning and factors which influence it
   - the wider function of feeding as a sensory experience and how early experiences of feeding can shape attitudes to food
   - the common dietary requirements including those associated with religious and cultural practices.
Range Statement Cont’d.

- the common food allergies and feeding difficulties and where to access information and help.
- advantages and disadvantages of breast and bottle feeding.

7. Demonstrate: the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential.

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development
Function: EC.2 Providing stimulation and care for infants

Element: EC2.11 Manage the physical care of infants

Performance Criteria

1. Environment and equipment are safe, secure and of suitable scale for young infants.
2. Hygiene practices ensure the health of infants and prevent cross infection.
3. Infants' needs for secure and consistent care are met at all times.
4. Physical care routine is sufficiently flexible to accommodate the individual needs of each infant.
5. Dressing and changing of infants' nappies are carried out in a gentle and unhurried manner.
6. Physical care involves communication and interaction with infants.
7. The introduction of the use of the potty is consistent with the infant's level of development and medical condition.
8. Supervision of and/or involvement with infants ensure their safety at all times.
9. Only medication and treatment prescribed by a medical practitioner is administered in accordance with the instructions of parents/guardians and as directed on the container.
10. Administration of non-prescription medication is done in consultation with the appropriate authority.
11. Any unusual condition or deviation from usual patterns of behaviour for an infant is reported as soon as possible to the appropriate person.
12. The use of information from parent/guardians regarding their infant's sleeping patterns and general welfare ensures adequate sleep for the infant and compatibility of care routines.
13. Information on the whereabouts of the parent/guardian is readily available in case of emergency.
Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - infants under 6 months; infants over 6 months
2. Types of care: - hygiene routines; rest/sleep/wakefulness cycles.
3. Environment and equipment
   Include: - bedding, play areas (in and out doors) play items
4. Routine: - daily care; play; rest; exercise; feeding
5. Work activities include: - to ensure cleanliness of bedding, equipment and play areas
   - to create a safe and secure environment
   - to satisfy infants' needs for secure and consistent care
   - to plan daily routines
   - to dress infants and change nappies
   - to introduce use of potty
   - to administer medication and treatment
   - to ensure safety
   - to report unusual conditions or deviations from usual behaviour
   - to exchange information with parents/guardians
   - to maintain record of whereabouts of parents/guardians

6. Working knowledge of: - the general health and hygiene requirements of infants at different stages, including universal precaution
   - recognising when an infant needs sleep/rest and how to provide for it
   - the variation in sleep patterns in infants over time and across individuals
   - the importance of rest/sleep or quiet periods as part of the daily routine and of consistency with the routines of the home setting
   - the emotional issues around toilet training and when and how to introduce it
   - unusual conditions and symptoms of common ailments which may need to be reported
   - awareness of changes in temperature and the need to adapt the environment and clothing according
Range Statement Contd.

7. Demonstrate: the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC.2 Providing stimulation and care for infants

Element: EC2.12 Promote the physical growth and development of infants

Performance Criteria

1. Development of infants' hand/eye co-ordination involves appropriate methods and techniques.
2. Full use is made of equipment and space to promote the physical growth and development of infants.
3. Creation of opportunities for infants to exercise is consistent with their level of development.
4. Assistance and encouragement given are effective in facilitating development of mobility.
5. Praise and encouragement given to infants reinforce their efforts and stimulate enjoyment in physical movement and development of new skills.
6. Equipment selected is suitable to the size and level of development of the infants.
7. Outdoor play and exercise activities are consistent with weather conditions, the nature of the setting and the health of the infant.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Characteristics of infant: mobile infant (cruising; creeping; rolling; crawling; toddling); infant who is not yet mobile
2. Methods and techniques include: the use of moving objects, games and play materials.
Range Statement Cont’d.

3. **Work activities include:**
   - to choose and use moving objects and play material to promote eye-hand co-ordination
   - to modify and develop and supervise the use of games to promote hand-eye co-ordination
   - to lay out equipment and use space to facilitate freedom of movement
   - to maintain safety precautions
   - to develop and establish age/developmentally appropriate exercise programmes for infants
   - to reinforce infants’ efforts using praise and encouragement
   - to choose safe equipment suitable to infants’ size and development
   - to select outdoor activities appropriate for weather, constraints of setting and health of infants

4. **Physical growth and development include:**
   - exploration, crawling and walking

5. **Working knowledge of:**
   - the needs and requirements of infants of different ages with respect to physical growth and development and how these needs might be met.
   - the general role of exercise and physical play in promoting growth and development and how exercise and physical play can be incorporated into physical routines.
   - suitable safety equipment for use with infants of different sizes and ages up to 12 months.
   - types of equipment and activities which can be used to promote infants’ physical development.
   - how to provide a suitable environment to promote stimulation

6. **Demonstrate:**
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC3. Promoting and supporting children’s social and emotional development

Element: EC3.7 Observe and respond to children's interactions with each other and with adults

Performance Criteria
1. Interpretation of activities and experiences frequently shared between children and adults are appropriate and reasonable.
2. Provision of opportunities for children to participate in organised games is within set time frames of the setting.
3. Observations made of shared experiences are used for planning child learning activities through social interaction.
4. Opportunities for child-child/child-adult interaction are facilitated at appropriate times.
5. Dialogue between children enhances their ability to express themselves.
6. Actions of adults observing and listening to children are responded to appropriately.

Range Statement
Competent performance of the criteria must be demonstrated in the following:

1. Activities to include: - small group, large group activities, news and story sharing, ring games, dances, drama etc.
2. Materials and equipment to include: - audio cassettes with songs and games, picture story books, materials for modelling, collage, painting, dress up clothes and costumes, learning centres etc.
3. Location to include: - indoors, outdoors
4. Characteristics of children: - those with special needs and those without those within the age range birth to 1 year, 2 - 3 years, 4 - 8 years
Range Statement Cont'd.

5. Work activities to include:
   - to set up activities appropriate to children's stage of physical development
   - to create opportunities which allow free interaction to take place, child-child, child-adult
   - to observe and respond to adults observing and listening to children

6. Working knowledge of:
   - activities which stimulate child-child, child-adult interaction
   - observation techniques, to include report and evaluation processes
   - interactions to be expected according to the developmental stage of child
   - levels and variety of modes of communication according to age and ability of the child
   - the importance of uninterrupted time for observation and planning in the promotion of learning through social interaction
   - the importance of being aware of appropriate observational behaviour of adults
   - questioning techniques to be used with adults

7. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC3. Promoting and supporting children’s social and emotional development

Element: EC3.8 Promote the development of children's positive self-image and identity

Performance Criteria

1. Praise and other forms of recognition are offered in a manner and with a frequency likely to enhance each child’s self-image.

2. Opportunities to explore issues of self-image and identity are provided through planned activities and experiences.

3. Learning materials and resources provide positive and non-stereotypical images of genders and cultures.

4. Resources and networks in the local community are effectively used to introduce positive role models for all children.

5. Role-play and discussion encourage children to identify with and take pride in their own cultural and sexual identity.

6. Recognition of low self-image is accurate and appropriately handled.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - 1-3 years, 4 - 8 years

2. Characteristics of children: - children of differing cultural backgrounds; children with special needs; children who have been abused; children with more than one language use; children who have difficulty with self-image and identity and those who do not.

3. Support agencies: - social services; educational psychology; clinical psychology; child health services; child guidance; child psychiatry; paediatrics;

4. Special needs: - conditions, which bring unwanted attention to the Child (HIV, Sickle cell, abuse)
Range Statement Cont'd.

5. Praise and recognition relate to:
   - Children’s personal qualities, achievements and behaviour

6. Work activities include:
   - to praise and recognise children's personal qualities, achievements and behaviour
   - to plan activities/experiences to provide opportunities to explore issues of self image and identity
   - to provide learning materials and resources with positive/non stereotypical images
   - to use resources/networks in the community to provide positive role models for all children
   - to encourage children to explore roles and identities in their play and discussions
   - to recognise signs of low self-image/disturbed identity development
   - to seek advice from an appropriate person about concerns noted

7. Working knowledge of:
   - the development of self-image and identity in young children from birth to 7 years
   - the special needs with regard to identity development of different cultural groups.
   - the difficulties which may be experienced by children with special needs in developing a positive self-image and identity
   - methods of reinforcement of children's positive self image
   - the special needs that bilingual children may have with regard to identity
   - methods of showing approval for children's efforts and why this is important for a child's self image
   - the planning, provision and evaluation of activities and experiences which explore issues of self image and identity in accordance with appropriate developmental levels
   - the importance of selecting and providing materials and resources which promote positive and non-stereotypical views of children and adults and provide positive role models.
Range Statement Cont’d.

- strategies for the promotion among colleagues and other adults including parents of the realisation of the importance of a non-stereotypical view of children and adults
- a variety of techniques and resources to encourage active exploration among children of different roles and identities in their play
- the importance of discussion, planned and incidental, of gender, culture, religion and disability, in the promotion of positive identity
- patterns of behaviour in young children which may be symptomatic of poor self-image or disturbed identity and when and to whom appropriate referral should be made
- the roles of professional workers to whom the worker can refer children for specialist advice and/or treatment e.g. senior colleague, social worker, educational psychologist, clinical psychologist, child psychiatrist, paediatrician etc.

8. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development
Function: EC4. Facilitating the appropriate management of children's behaviour

Element: EC4.1 Contribute to a framework for guiding children's behaviour

Performance Criteria

1. The framework for children's behaviour is realistically within children's abilities to achieve.

2. The emotional and physical well-being of children are supported by established goals and boundaries.

3. Resolution of inadequacies identified in the framework is appropriate to the setting.

4. Goals and boundaries for children's behaviour are reflective of established practices at the setting.

5. Suggestions for modification of framework for guiding children's behaviour are directed to the appropriate person.

6. Children are made aware of specific expectations for their behaviour, in relation to goals and boundaries.

7. Behavioural guidelines are adjusted to individual situations consistent with the developmental stages, needs and motivations of the child/children involved.

8. Behavioural guidelines are reasonable and relevant.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age band: - birth to 1 year, 2 - 3 years, 4 - 8 years

2. Dimensions of behaviour: - social behaviour, physical behaviour, verbal behaviour

3. Characteristics of children: - Children with special educational needs e.g. autism, pervasive behavioural disorders, communication difficulties, excess motor activity, attention deficit disorder

Range Statement Cont’d.

4. Work activities include: - to set goals and boundaries as part of the framework for children's behaviour
   - to identify and rectify inadequacies in the framework
- to discuss and clarify goals and boundaries for children's behaviour
- to negotiate suggested modifications to goals and boundaries to reflect parental expectations
- to make children aware of the need for goals and boundaries
- to adjust behavioural guidelines to the needs of individuals

5. Working knowledge of:
- the limitations of children's memory and understanding and how this may affect their ability to comply with goals and boundaries for behaviour
- the reasons why frameworks for children's behaviour are necessary
- the importance of clarity and precision in behavioural guidelines
- the importance of ensuring children's understanding of the frameworks in place
- the importance of a team approach in the early childhood setting to ensuring the implementation of behaviour policies

6. Demonstrate:
- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC4. Facilitating the appropriate management of children's behaviour

Element: EC4.4 Respond to persistent problem behaviour
Performance Criteria

1. Identification of changes in established patterns of behaviour which, are not consistent with progressive development is acted upon promptly and appropriately.

2. Factors provoking or contributing to problem behaviour are identified.

3. The development of specific programmes to address behaviour problems takes into account the child’s background and recent experiences.

4. Disclosure of information takes into account issues of confidentiality.

5. Assistance is sought from appropriately qualified individuals.

6. Response to the behaviour is informed by relevant specialist advice and information.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: 1-3 years, 4 - 8 years

2. Dimensions of behaviour: directly challenging to workers; disruptive/destructive/damaging to setting/other children; self-damaging or personally unconstructive; behaviour indicating learning difficulty (e.g. Attention Deficiency Disorder, ADD); hyperactivity.

3. Types of techniques and procedures: behaviour modification; appropriate techniques within the setting.

4. Work activities include: to identify changes in established behaviour patterns; to identify factors provoking or contributing to problem behaviour; to identify and consider information regarding individual problem child.
Range Statement Cont’d.

- to disclose information within agreed priorities
- to share concerns with parents/guardians, colleagues and other professionals
- to ensure accuracy of information
- to ensure confidentiality
- to seek specialist assistance when available

5. Working knowledge of:
- the factors and circumstances, which may support or provoke changes in the usual behaviour pattern of young children
- the concepts and behavioural signs of regression, withdrawal, attention-seeking, anti-social behaviour and self damaging behaviour
- sources of specialist advice and guidance and how to gain access to them
- the role played by additives and chemicals in food and drink
- the principles of constructing a recording system for children’s behaviour
- the need to discriminate between relevant and irrelevant information in relation to behaviours needing attention
- simple techniques for behaviour modification, including positive reinforcement and time out
- techniques for observing and monitoring children’s behaviour individually and in groups
- the range of specialist services available for behaviour management and for special education needs
- the techniques of distinguishing between matters that can be dealt within the setting and those requiring specialist assistance

6. Demonstrate:
- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC5. Planning, implementing and evaluating daily activity plans for children

Element: EC5.7 Plan activities and experiences to facilitate children's learning and development

Performance Criteria

1. Information about the children and their particular developmental needs is appropriately sourced.

2. The children's developmental needs are realistically determined.

3. Planned learning activities are consistent with identified needs of the children and applicable within a varied framework.

4. Planned activities and experiences make the best use of physical resources of the setting.

5. Plans incorporate strategies to promote the development of positive attitudes in children.

6. Planning is sufficiently flexible to what they do, and to accommodate unplanned or spontaneous learning opportunities.

7. Resources in the local communities, cultural connections and special events inform long-term plans.

8. Plans are developed and adapted in consultation with relevant individuals to meet children's changing needs.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: 1-3 years, 4 - 8 years

2. Location: indoors, outdoors

3. Plans: sessional; short term; long term
Range Statement Cont'd.

4. Types of activities and experiences:
   - free standing; within a thematic framework

5. Sources of information include:
   - parents/guardians, observations, records from other settings

6. Relevant individuals include:
   - parents/guardians; colleagues, professionals

7. Work activities include:
   - to gather information about children and their developmental needs
   - to estimate range of individual children's developmental needs
   - to develop activities with learning potential to meet identified needs of children
   - to make plans for the layout of materials and equipment
   - to make plans to promote development of positive attitudes
   - to encourage participation of children in the planning process
   - to make use of community resources in long term planning
   - to include parents/guardians, colleagues and other professionals in developing and adapting plans

8. Working knowledge of:
   - the need for planning to be based on observation and assessment of individual children
   - the background and previous experience of the children in the group
   - the need for a balance in activities and experiences to ensure breadth of experience and learning, progression, continuity and the opportunity to practice skills
   - the need to plan activities which reflect the social and cultural background of the children and which promote equality of access and continuity of experience and development
   - the relevance and value of particular individual and group activities in promoting children's learning and development
   - how to match activities to needs and level of development for the individual child or group
   - when and how to involve children and parents/guardians in planning
Range Statement Cont'd.

- how to plan within a given time frame
- the need to take account of health and safety issues when planning
- stereotypic assumptions often made in assessing children's level of development and how to avoid them
- the resources available in the community.
- the role that other workers play in providing an overall framework for curriculum planning

9. Demonstrate:

- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC5. Planning, implementing and evaluating daily activity plans for children

Element: EC5.8 Implement activities and experiences planned for children

Performance Criteria

1. Activities and experiences implemented are consistent with agreed plans.
2. Selected equipment and materials are appropriate to planned activities and experiences and satisfy health and safety requirements of the setting.
3. The layout of equipment and activities optimises children's access.
4. Children are helped to choose, participate in and enjoy planned activities in ways appropriate to each child's level of development and to the nature of the activities.
5. Planned activities are given adequate time.
6. Plans are modified or equipment and activities are adapted to suit the needs of individual children.
7. Response to unplanned or spontaneous learning opportunities engages children's interest whilst ensuring their health and safety.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - 1-3 years, 4 - 8 years
2. Location: - indoors, outdoors
3. Plans: - sessional; short term; long term
4. Types of activities and experiences: - free standing; within a thematic framework
Range Statement Cont'd.

5. Work activities include:
   - to provide activities and experiences as planned
   - to use appropriate equipment and materials
   - to ensure appropriate layout of equipment and materials
   - to assist children to choose, participate in and enjoy planned activities
   - to provide children with appropriate lengths of time to enjoy activities
   - to modify equipment or adapt activities as needed
   - to respond to unplanned or spontaneous learning opportunities

6. Working knowledge of:
   - the need for implementation broadly to reflect planning intentions
   - how to provide appropriate activities in an attractive, imaginative and stimulating way
   - how and when to provide activities which are calming and soothing
   - how to use your time and the children's time effectively
   - where and how to obtain and use material and human resources
   - how to use and adapt existing and readily available resources in an innovative and flexible manner.
   - how to use space effectively, imaginatively and safely
   - how to make the best use of indoor and outdoor environments in implementing plans
   - the need to adapt or modify planned activities to suit children's needs and interests and to capitalise on unplanned learning opportunities
   - the characteristics and potential uses of a variety of equipment and material suitable for young children.
   - the health and safety requirements of the setting.
   - periods of time for which children at various stages of development are capable of sustaining concentration
   - simple record keeping techniques
Range Statement Contd.

7. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC5. Planning, implementing and evaluating daily activity plans for children

Element: EC5.9 Evaluate activities and experiences planned for children

Performance Criteria

1. Means of appraisal of children's participation in and enjoyment of activities allow for realistic conclusion.

2. Effect of planned activities in meeting children's identified learning and development needs is analysed against information gathered from relevant sources.

3. The style and quality of direct involvement with children encourage their participation in activities.

4. Response to unplanned or spontaneous learning opportunities is assessed against evidence of children's extended learning and sustained health and safety.

5. The children's own response, suggestions and preferences are appropriately utilised in evaluation of activities and experiences planned for them.

6. The effectiveness of planned activities and experiences is evaluated based on available relevant information.

7. Modification and development of activities and experiences reflect outcome of evaluation.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: 1-3 years, 4-8 years
2. Location: indoors, outdoors
3. Plans: sessional; short term; long term
4. Types of activities and experiences: free standing; within a thematic framework
Range Statement Cont'd.

5. Means of appraisal include: - observation of children; interaction with children

6. Work activities include - to appraise activities through observing and interacting with children
   - to analyse the contribution made by planned activities in meeting children's needs
   - to examine style and quality of own direct involvement with children in a process of self evaluation
   - to assess response of children to unplanned or spontaneous learning opportunities
   - to note children's own responses, suggestions and preferences
   - to evaluate effectiveness of plans and activities
   - to use outcome of evaluations of activities in future planning

7. Working knowledge of: - the purpose of evaluation
   - how to set and use criteria for evaluation
   - methods of monitoring, observing and recording for evaluation purposes.
   - methods of self-evaluation
   - how to present evaluation information in suitable forms for different people/purposes
   - how to use evaluation information in further planning
   - how to link evaluation to children's development
   - how to contribute to team evaluation as appropriate

8. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC6 Promoting children's sensory and motor development
Element: EC6.1 Help children to develop awareness and understanding of sensory experiences

Performance Criteria

1. Stimulating sensory experiences appropriate to children's level of development are provided through planned activities.

2. Unexpected opportunities are used to promote children's awareness of their senses and to discriminate between sensations.

3. Activities are consistent with maintaining the health and safety of all children.

4. Distractions to children's involvement in sensory experiences are kept to a minimum.

5. Terms introduced to help children name and articulate their sensory experiences are relevant and used in appropriate contexts.

6. Children's interest and involvement are maintained through appropriate intervention.

7. Activities are adapted as necessary to enable the participation of children with sensory impairment.

8. Children are encouraged to describe and share their sensory experiences in ways which extend their understanding.

9. Discussion is used to promote positive acceptance of people with sensory impairment.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - 1-3, 4 - 8 years


3. Sensory experiences: - using sight; hearing; touch; smell and taste

4. Types of environment: - indoors; outdoors; constructed; natural

Range Statement Cont’d

5. Interventions include: - praise, commentary, listening to children, assisting children

6. Work activities include: - to plan sensory stimulation activities
- to use unplanned opportunities to promote awareness and discrimination
- to maintain health and safety in sensory activities
- to minimise distractions for children's involvement
- to assist children to articulate and reflect on experiences
- to use praise and commentary with children
- to listen and offer assistance to children
- to adapt activities for children with sensory impairment
- to encourage children to describe and share their sensory experiences
- to assist children through discussion to accept persons with sensory impairment

7. Working knowledge of:
- the sequence and processes of sensory development
- what sensory experiences are, their value and how to provide appropriate sensory experiences
- the concept of sensory impairment, its practical implications for children and for workers promoting their development
- when and how children might be referred for assessment of sensory functions.
- how to provide a safe and stimulating environment to encourage children's sensory development
- a variety of appropriate materials and equipment to encourage children's sensory development

8. Demonstrate:
- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC6 Promoting children's sensory and motor development

Element: EC6.3 Help children to develop confidence in movement
**Performance Criteria**

1. The variety of movements provided enable children to extend their experience of movement.

2. The language and non-verbal communication is appropriate to developing children's vocabulary and an awareness of their bodies.

3. Encouragement and praise given to children in practising new movement skills allow them to progress confidently and safely whilst maintaining their self-reliance.

4. Appropriate aids are correctly used to encourage children to move in an expressive and rhythmical way and to explore their use of space and movement.

5. The participation of all children in movement is enabled through activities that avoid assumptions based on stereotypes of gender, ability or culture.

**Range Statement**

Competent performance of the criteria must be demonstrated in the following:

1. Age: - birth to 1 year, 2-3 years, 4 - 8 years

2. Group size: - one to one; small group; larger group


4. Types of equipment: - large equipment (climbing bars; slides; swings; small gym equipment; gym mats; soft floor equipment) small equipment; fixed equipment; moveable equipment; without equipment
Range Statement Cont'd.

5. Working activities include:
   - to provide opportunities for children to experiment
   - to use language and non verbal communication to express different movements
   - to encourage and praise children practising new movement skills
   - to use audio, tactile and visual aids to encourage children
   - to encourage participation of all children

6. Aids include:
   - audio, tactile and visual

7. Working knowledge
   - how to communicate verbally and non-verbally to encourage children's vocabulary about movement and spatial awareness
   - how to show approval for children's efforts
   - appropriate activities and equipment and their potential in exploring movement with children

8. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

Key Role: Providing the resources and experiences to enhance and facilitate early
childhood care, education and development

Function: EC6  Promoting children's sensory and motor development

Element: EC6.4 Help children to develop motor skills

Performance Criteria

1. Provisions for children to develop and practise their skills are appropriate to their level of
development, abilities and safety.

2. Adaptation of activities and equipment enables the participation of children with special
needs while encouraging their independence.

3. Activities and equipment are adapted to increase the potential for developing different
motor skills in activities and play.

4. Activities are structured and equipment laid out in ways which promote co-operation among
children.

5. Help and encouragement given to children ensure their safety whilst allowing them sufficient
independence to experience a sense of achievement.

6. Opportunities arising out of spontaneous play activities are used to enable children to
further develop their motor skills.

7. Opportunities for children to practise motor skills enable them to develop at a rate
appropriate to their individual ability.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age: - birth to 1 year, 2-3 years, 4 - 8 years

2. Provisions include: - activities, equipment, objects, tools

3. Group size: - one to one; small group, larger group

4. Characteristics of children: - children who have difficulty with motor skills including
children with special needs and those who do not.
**Range Statement Cont'd.**

5. **Types of motor skills:** gross; fine; eye-hand co-ordination

6. **Types of equipment:** large equipment; small equipment; adapted equipment; soft and hard objects; fixed equipment; safety equipment (guards; rails); small sized gym equipment; wheeled toys

7. **Types of tasks and activities:** without tools; set tasks within routines

8. **Location:** indoors; outdoors

9. **Working activities include:**
   - to use activities, equipment, objects and tools for children to practice and develop their skills
   - to adapt activities and equipment for participation by children with special needs
   - to discuss potential for developing motor skills
   - to structure activities and layout equipment
   - to help and encourage children to develop motor skills
   - to ensure safety whilst encouraging independence
   - to use opportunities for further development
   - to use opportunities to assist children to develop individual abilities

10. **Working knowledge of:**
   - the uses, safety factors and age appropriateness of a range of apparatus and its potential in helping children to develop motor skills
   - a range of age appropriate activities and games which may be used in helping children to develop motor skills
   - the relationship between apparatus/activities/games and the specific physical skills they may help to develop
   - a range of strategies to encourage the participation of all children in activities which will help to develop motor skills
   - adaptations to standard equipment for use by children with difficulties/special needs
   - the potential of standard and adapted toys for use by children with special needs, e.g. mobility problems
   - the potential for physical development in such activities as swimming
Range Statement Cont'd.

- opportunities for the development of motor skills which occur incidentally and how to use them as they occur
- how to extend children's understanding of the activities they are involved in
- how to recognise variations from developmental norms and use referral processes
- the importance of hand-eye co-ordination and manipulative skills in the development of formal educational skills such as writing
- a range of tools, implements, materials and activities useful in the development of manipulative skills and the rationale behind their use
- the contribution that the use of free, creative activities makes to the development of children's manipulative skills

11. Demonstrate:

- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development
Function: EC7. Promoting and supporting cognitive and communication skills in children
Element: EC7.4 Help children to develop their attention span and memory

Performance Criteria

1. Activities provided are appropriate to the children's level of development and to engage children's attention.
2. Activities are kept within children’s effective attention span.
3. Children's concentration and involvement in developmental activities are enhanced through minimising distractions
4. Efforts to reinforce concepts help children to recall and describe persons, things and events.
5. Games and stories are used to encourage children's enjoyment and participation in listening and recalling.
6. Relevant and necessary techniques are used as appropriate to prompt or structure recall.
7. Relevant interventions maintain and extend children’s attention and encourage perseverance on goal oriented tasks.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - 1-3 years, 4 - 8 years
2. Group size - one to one; small group; large group
3. Types of attention: - attention/concentration in relation to receptive activities; attention/concentration on productive activities
4. Aspects of memory: - observation; recall
Range Statement Cont'd.

5. Characteristics of children: - children who show poor concentration; children who have difficulty with aspects of memory; children whose memory and concentration are average or above.

6. Interventions include: - praise; commentary; assistance

7. Work activities include: - to provide activities for children
- to determine the length of time for activities for children
- to use games or stories which are fun
- to protect children's concentration and involvement in development activities
- to share information and planning with children
- to encourage recall of persons, things and events
- to offer praise, commentary and assistance to children

8. Working knowledge of: - the sequence and processes of intellectual development between 1 year to 8 years inclusive
- a variety of appropriate experiences designed to promote intellectual development, their potential value and how to provide them
- how to extend experience and learning through awareness of an individual child or group of children's broad level of development
- the role that attention and memory play in learning
- the needs of individual children in the group and the possible reasons for low concentration and attention (including Attention Deficiency Disorder, ADD)
- how to provide appropriate experiences to extend memory and recall
- the limitations of memory and concentration in young children, and factors affecting this

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development
Function: EC7  Promoting and supporting cognitive and communication skills in children

Element: EC7.5  Help children to understand basic concepts

**Performance Criteria**

1. Activities and experiences provided are appropriate to the children's level of development.

2. Adoption of planned activities and experiences enable the participation of children with special needs.

3. Planned activities and experiences are provided at times when children are likely to be receptive to learning.

4. Unplanned opportunities are effectively used to extend understanding of basic concepts.

5. Enough time is allotted for the child to participate in or complete activities to his/her own satisfaction.

6. Children's concentration and involvement in learning activities are protected by keeping distractions to a minimum.

7. Basic concepts are appropriately introduced and used in relevant and meaningful contexts.

8. Explanations offered are clear and accurate and in language appropriate to the children's level of understanding.

9. Praise, commentary and assistance are offered, where appropriate, to assist children's understanding of concepts.

10. Children are encouraged to describe, demonstrate and discuss their experiences in ways, which are likely to consolidate and extend their conceptual understanding.

**Range Statement**

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - 1-3 years, 4 - 8 years
Range Statement Cont'd.

2. Characteristics of children: - children with sensory impairment of different types and those without; children who have difficulty grasping basic concepts and those who do not.

3. Group size: - one to one, small group

4. Basic concepts: - mathematical; physical/scientific; positional/relational; simple moral; time

5. Work activities include: - to provide planned activities and experiences - to time the provision of activities and experiences - to make use of spontaneous opportunities - to allot time for activities for children - to protect concentration and involvement in development activities - to introduce appropriate terms - to offer explanations - to encourage children to describe current and past experiences - to offer praise, commentary and assistance to children

6. Working knowledge of: - the types of concepts in the range and why some may be difficult for children to understand - the usual sequence of intellectual and language development and how this is linked to the acquisition of basic concepts - how children learn/acquire basic concepts and how their understanding of concepts may change over time - how observation, discovery and exploratory learning can be used in developing children's understanding of the natural and physical world - the role of play in conceptual development
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC7. Promoting and supporting cognitive and communication skills in children

Element: EC7.6 Help children to express their imagination and creativity

Performance Criteria

1. Activities and experiences provided are appropriate to the children's level of development.

2. Adoption of planned activities and experiences enable the participation of children with special needs.

3. Planned activities encourage children to explore a variety of roles, cultures and methods of self-expression.

4. Spontaneous use of opportunities helps children to express their imagination and creativity.

5. Adult intervention is kept to a minimum, consistent with enabling the individual child to experience some success in achieving their imaginative and creative goals.

6. Enough time is allotted for each child to participate in or complete activities to his/her own satisfaction.

7. Children's involvement in and enjoyment of imaginative and creative activities are protected by keeping distractions to a minimum.

8. Appropriate terms to help children name and describe aspects of their creative and imaginative experiences are introduced and used in relevant and meaningful contexts.

9. Praise, commentary and assistance are offered where appropriate to maintain children's interest and enjoyment without taking away children's control of creative and imaginative processes.

10. Children are encouraged to describe and share their imaginative and creative ideas and experiences in ways, which are likely to increase their self-confidence.

11. The importance of the process rather than the end product is stressed at all times.
Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - 1-3 years, 4 - 8 years

2. Modes of expression: - role/fantasy play; stories/written work; dance and drama; creative art/craft activities; music/ rhythmical activities.

3. Characteristics of children: - children with physical or sensory impairment of different types and those without; children who are cautious and over controlled
   - children who are bold and confident in expressing themselves

4. Group size: - one to one; small group; large group

5. Work activities include: - to provide planned activities and experiences
   - to encourage children to explore a variety of roles, cultures and methods of self expression
   - to make use of spontaneous opportunities
   - to minimise adult intervention in children's imaginative and creative activities
   - to allot time for activities for children
   - to protect children's involvement in and enjoyment of activities
   - to introduce appropriate terms
   - to encourage children to describe and share imaginative and creative ideas
   - to offer praise, commentary and assistance to children
   - to stress the importance of process

6. Working knowledge of: - the role and value of self expression and creativity in children's sensory and intellectual development
   - why some children have difficulty or are reluctant to participate in imaginative and creative activities and ways of encouraging children to express themselves freely
   - the importance of creating a safe and stimulating environment where children can express themselves freely
   - the sorts of materials and equipment which may help children to express creativity and imagination and the rationale behind their use
   - the role of fantasy and imaginative play in children's sensory and intellectual development

Range Statement Cont’d

- the relative significance of process and product in
- children's creativity
- ways of supporting children's spontaneous imaginative play
- when and how sensitive adult intervention is needed to help extend and develop children's imaginative play and awareness of the disruptive potential of such intervention
- how children's expression can be constrained or conditioned by gender or other stereotypical roles and how to counteract this
- how to adapt equipment and activities as necessary to make it easier for children with special needs to express their creativity and imagination.

7. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC7. Promoting and supporting cognitive and communication skills in children

Element: EC7.8 Facilitate communication with individual children

Performance Criteria

1. Non verbal communication used enhances and reinforces verbal communication.
2. The personal space of the child is maintained throughout the communication.
3. Expectations of the child's understanding and use of speech are appropriate to his/her level of development.
4. Background noise and other distractions are reduced as far as possible and the tone and volume of voice is adjusted to suit the circumstances in which communication occurs.
5. Items presented to stimulate discussion are relevant to the child's own experience and varied to engage the child's interest.
6. Personal knowledge of the child's family and background is used to facilitate communication with individual.
7. Worker's attitude and response to the child reinforces the child's self-confidence in the communication process.
8. The child is listened to attentively.
9. Praise and encouragement given encourages the child to express himself/herself freely and to take turns in listening.
10. Interactive techniques used are suitable to sustain conversation at a level appropriate to the level of development of the child.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - birth to 1 year, 2-3 year, 4 - 8 years
2. Characteristics of children: - children without communication difficulties; those with communication difficulties
Range Statement Cont'd.

3. Use of language: - children using one language; children using more than one language

4. Modes of communication: - task orientated/directive; recall/reconstruction of events; conversation; information exchange; expression of emotion.

5. Work activities include: - to use non-verbal communication
- to maintain personal space of children
- to expect levels of children's understanding and use of speech
- to minimise distractions and background noise
- to adjust volume and tone of worker's voice
- to present items to stimulate discussion
- to utilise personal knowledge of children's family and background
- to listen to children
- to reinforce children's self confidence in the communication process
- to offer praise and encouragement
- to utilise interactive techniques

6. Working knowledge of: - a variety of direct and indirect questioning of techniques
- types of activity which encourage children to communicate one-to-one with adults
- the role of non-verbal behaviour as a means of communication and of facilitating and regulating verbal interaction
- aspects of the way children think (such as egocentrism) at different ages which affect their ability to communicate effectively
- the role of the adult in facilitating communication with a child
- the principles of active listening
- how to create and maintain a secure and safe environment for communicating with the children
- how to have child lead conversations
- the role of communication and self expression in developing a children's self-esteem
- the importance of creating and maintaining a language-rich environment
- understanding children's rights not to talk on occasions

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development
Function: EC7. Promoting and supporting cognitive and communication skills in children

Element: EC7.9 Extend and reinforce children’s communication skills

Performance Criteria

1. Adult intervention in stimulating communication with children engages their attention and encourages their response.

2. Adult intervention avoids stereotyping and discrimination.

3. The participation of children with specific communication requirements is encouraged through the use of appropriate activities, and materials.

4. Conversation and communication among children are encouraged through the appropriate use of daily routine.

5. Age appropriate opportunities are provided to develop children’s communication skills.

6. Children's efforts to communicate are encouraged and reinforced.

7. Labelling and description of items, events and activities observed are in language that is appropriate to the child's broad level of development.

8. New words are introduced in relevant contexts.

9. Repeating and restating of children's expressions help to clarify their intended meaning.

10. Correct grammatical construction is demonstrated in non-critical ways.

11. Open-ended questions are effectively used to elicit pre-determined responses from children.

12. Children's use of home language and dialects is responded to in a manner which demonstrates the value of cultural expression and reinforces a positive self image for the child.
Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - birth to 1 year, 2-3 years, 4 - 8 years

2. Interventions include: - the use of activities, equipment, and written or pictorial materials

3. Communication skills include: - oral, writing, sign language, typing, body language/gestures

4. Pre-determined responses include: - encouraging children to describe and comment on personal events and activities; to express their feelings and ideas; to contribute to discussion

5. Characteristics of children: - children without communication difficulties; those with communication difficulties.

6. Use of language: - children using one language; children using more than one language

7. Modes of communication: - task orientated/directive; recall/reconstruction of events; conversation; information exchange; expression of emotion.

8. Work activities include: - to use activities, equipment and written pictorial materials
- to adapt equipment, activities and materials
- to use opportunities occurring in the daily routine
- to demonstrate attentiveness, turn taking and non verbal conventions
- to encourage and reinforce children’s efforts to communicate
- to label and describe ongoing events and activities
- to introduce new words
- to repeat and restate children’s expressions
- to use open ended questions
- to use personal knowledge of individual children
- to respond to children’s use of home language and dialects
Range Statement Cont'd.

9. Working knowledge of:
   - a variety of activities and games which give practice in and extend particular types of speech and communication: description, conversation, giving instructions and the rationale for using them
   - a variety of activities and games, which encourage the acting out of roles, and give practice in the use of speech in various different contexts
   - the role of positive feedback and encouragement in helping children to develop their communication skills
   - the need to value the child's community language and the need to provide opportunities to develop it

10. Demonstrate:
    - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC7. Promoting and supporting cognitive and communication skills in children

Element: EC7.10 Promote children's communication skills in a group

Performance Criteria

1. The scheduling, selection and layout of group games and activities are likely to encourage children to listen to each other and to take turns in speaking or responding as appropriate to their level of development.

2. Children with communication difficulties are appropriately encouraged, monitored and assisted.

3. Opportunities are created to extend children's understanding of the importance of attentive listening and taking turns in communication within a group.

4. Encouragement and reinforcement of children's efforts to communicate within the group are given in a manner likely to enhance children's confidence.

5. Children are encouraged to respond constructively to other children's communications.

6. Comments that belittle or undermine the efforts of others are appropriately discouraged.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - 2-3 years, 4 - 8 years

2. Characteristics of children: - children without communication difficulties; those with communication difficulties; shy children

3. Use of language: - children using one language; children using more than one language

4. Modes of communication: - task orientated/directive; recall/reconstruction of events; conversation; information exchange; expression of emotion.
Range Statement Cont'd.

5. Communication difficulties include:
   - children who are shy, withdrawn, low vocabulary speaking impediment (stutter)

6. Group size:
   - Small groups; large groups

7. Work activities include:
   - to select and arrange games and activities for a group of children
   - to encourage and monitor participation of children
   - to create opportunities to extend children's understanding of the importance of listening and taking turns
   - to encourage and reinforce children's efforts
   - to encourage children to respond to each other
   - to discourage children from voicing negative comments about each other

8. Working knowledge of:
   - how size of group and layout and environmental factors may affect communication
   - a variety of activities and games and routines which give practice in and extend speech and communication such as description, conversation, giving instructions and role play and the rationale for using them
   - the role of positive feedback and encouragement in helping children to develop their ability and confidence in communicating in group settings
   - the stages and principles of children's social and emotional development in relation to group interactions
   - the principles of how groups work and the adult's role in a group including the value of observing children's interaction before intervening
   - the factors which may make children shy and withdrawn in group situations and how to encourage and assist those experiencing difficulty to communicate in a group.

9. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

Key Role: Providing the resources and experiences to enhance and facilitate early
childhood care, education and development

Function: EC7    Promoting and supporting cognitive and communication skills in children

Element: EC7.11 Help children to represent their experience

Performance Criteria

1. The schedule, materials and activities selected encourage children to present images and experiences and to develop and externalise their ideas.

2. Opportunities are provided for children to communicate their ideas and represent the ideas of others through various media in ways that do not stifle their creativity.

3. Language used assists children to develop their ideas as appropriate to their level of development.

4. Assistance given to an individual child helps to identify and make available materials needed to represent a particular object or idea.

5. Children's stories and expressions are written down and read aloud to help them to develop an understanding of the relationship between the spoken and the written word.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - 1-3 years, 4 - 8 years

2. Characteristics of children: - children without communication difficulties; those with communication difficulties.

3. Use of language: - children using one language; children using more than one language

4. Modes of representation: - drawing/painting; written/symbolic; drama/role play; music/expressive movement; modelling/ construction.

5. Work activities include: - to select materials and experiences to help children to communicate ideas through activities - to use language to assist children to develop ideas - to assist children to write stories down and read them aloud

Range Statement Cont'd.

6. Working knowledge of: - a variety of practical activities, materials and techniques, which encourage and help children to
represent their experiences and the rationale for using them
- the value of drama/role play in representing a child's experience
- how children use many different situations and methods of representing/reflecting their life experience
- the role of the adult facilitator in helping a child to represent their experience and develop their ideas
- common indicators of actual or potential difficulties that a child may communicate through representational activities
- the role of representation in developing and extending language and thought processes
- the sequence of development in children's drawing and painting and how to relate forms of representation to levels of development
- the importance of valuing the individual life and home experience of each child
- the interactive use of four models of language use i.e. listening, speaking, reading and writing

7. Demonstrate:
- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC7. Promoting and supporting cognitive and communication skills in children

Element: EC7.12 Share books, stories and rhymes with children

Performance Criteria

1. The scheduling of reading times and the preparation of the environment encourages children to value and appreciate books.

2. The selection of books is appropriate to the level of development and is consistent with strategies to overcome stereotyping and discrimination.

3. The way in which books and stories are shared conveys to children the pleasure to be derived from them.

4. Guidance on proper handling and storage encourages children to take care of books.

5. Sufficient quantity and variety of meaningful, enjoyable and stimulating books are made readily available to children.

6. Books, which reflect children's particular experiences, enable them to explore their feelings and understanding about those experiences.

7. The use of humorous stories, rhymes and nonsense verse facilitates children's understanding and expression of ideas.

8. Children are encouraged to share stories with each other.

9. Comments appropriate to the story are responded to positively and disruptive comments or behaviour are handled in a way which safeguards the child's self confidence.

10. Higher order questions involving conjecture, generalisation, interpretation and prediction are presented after the reading of a story in a way that encourages children's critical thinking.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - 1-3 years, 4 - 8 years

2. Methods - reading a story/rhyme; telling a story/rhyme from memory; with and without additional visual aids and actions.

Range Statement Cont’d.
3. **Types of books:**
   - books with words; picture books; a variety of languages and styles

4. **Group size:**
   - one to one; small group; large group

5. **Work activities include:**
   - to schedule reading times and prepare the environment
   - to select books
   - to provide a variety of books
   - to guide children on handling and storage of books
   - to enable children to explore feelings through books
   - to encourage children to explore texts and participate in storytelling
   - to encourage children to choose and care for books
   - to use humorous stories, rhymes and nonsense verse
   - to encourage children to share stories with each other
   - to share books and stories with children
   - to respond to comments about stories
   - to use higher order questions after reading a story

6. **Working knowledge of:**
   - the importance of the ways in which representation in books, stories and rhymes can reinforce or counteract stereotypes based on gender, cultural and religious groups and disabilities
   - the role of interest and participation in and enjoyment of spoken or written stories and rhymes in promoting children's language development
   - relevant criteria to evaluate books, stories and rhymes and examples to cover the range
   - the importance of matching the book, story or rhyme to the developmental level of the child/children
   - the key role played by books and stories and rhymes in language development and communication and in laying the foundations of early literacy
   - the resources available in the community and how to use them in the context of the promotion of community "languages".
Range Statement Cont’d

- how to make use of children's own stories and accounts of events
- how to use and/or make audio aids and visual aids
- how to adapt/design the presentation to enable the participation of children with sensory impairment
- a range of higher order questioning strategies

7. Demonstrate:

- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

Key Role: Providing the resources and experiences to enhance and facilitate early
childhood care, education and development

Function: EC 8. Observing/detecting and responding to signs of abuse in children

Element: EC8.3 Provide information on incidents of child abuse and neglect

Performance Criteria

1. Information is provided within agreed boundaries of confidentiality and according to the procedures of the setting.

2. Information is relevant, accurate and up-to-date and within the worker's role and responsibility to supply.

3. Requests for reports on incidents, disclosures or suspicions of child abuse are responded to promptly.

4. Reports clearly distinguish between directly observed evidence, information gathered from reliable sources, and opinion.

5. Reports are presented to the appropriate person in the form and at the time requested.

6. Security and confidentiality are ensured for any copy of information relating to child abuse retained by the worker.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of abuse: - physical abuse; neglect; emotional abuse; sexual abuse

2. Forms of information: - verbal reports/accounts; written reports/accounts

3. Types of information: - observed physical/emotional/behavioural signs and symptoms; child's comments/disclosures to the worker; observed/reported incidents; background information on child and his/her behaviour, development and relationships.

4. Information made accessible to: - parents/guardians; professionals; other colleagues
Range Statement Cont'd.

5. Work activities include:
- to provide information as requested
- to respond to requests for reports
- to identify sources of information
- to present reports to the appropriate person
- to present reports according to time-scale
- to ensure confidentiality and security

6. Working knowledge of:
- how to evaluate and present different types of sources and the importance of distinguishing between directly observed evidence, evidence from reliable sources, opinion and hearsay
- how to appear confident and to be assertive when passing on information and expressing concerns to other professionals
- the professional groups most likely to want information and the purposes for which this information is likely to be required including the role of case conferences and court proceedings.
- the procedures of the setting with regard to rules and limits of confidentiality for supply of information to others and to security of any documents retained
- the rights of parents to have access to information held within the setting or passed to other professionals and when and how to share such information with them
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC 8. Observing/detecting and responding to signs of abuse in children

Element: EC 8.4 Care for abused or neglected children

Performance Criteria

1. Interaction with children demonstrates responsiveness to individual needs and attempts at communication.

2. Expectations of children's personal and social behaviour are realistic for their level of development taking into account the possible effects of abusive experiences.

3. Children's contributions are responded to in a manner likely to make them feel valued and to enhance self-esteem.

4. Non-compliance with adult requests is negotiated flexibly with the children and it is made clear that threats or physical punishment are not resorted to.

5. Difficult behaviour is managed in ways that are likely to promote the development of more acceptable alternatives without further undermining the children's self-esteem.

6. Violent or destructive outbursts are handled in a calm, rational manner and minimum physical restraint is used consistent with maintaining the safety of the children and others.

7. Advice is promptly sought from an appropriate person if the children's behaviour gives continuing cause for concern or is beyond the worker's knowledge and experience to deal with.

8. Support and encouragement given to parents/guardians when present helps them to emulate the methods and practice demonstrated.

9. The children are assisted where necessary to develop positive relationship with parents/guardians.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: 1-3 years, 4 - 8 years
Range Statement Cont'd.

2. Types of abuse: - physical abuse; neglect; emotional abuse, sexual abuse

3. Circumstances: - where child is still closely involved with alleged abuser; where abuser is removed/absent; where abuser has limited access

4. Work activities include: - to interact with a child who may have been abused or neglected
- to demonstrate expectations of the child's personal and social behaviour
- to respond to a child's contributions
- to negotiate with the child for compliance with adult requests
- to manage difficult behaviour in abused/neglected children
- to handle violent or destructive outbursts
- to seek advice regarding continuing concerns about a child's behaviour
- to provide support and encouragement to parents/guardians
- to assist the child to develop positive relationships with parents/guardians

5. Working knowledge of: - ways in which children's development and behaviour may be affected by abuse
- sources of expert help and advice for children whose behaviour gives cause for concern and how and when to access them
- the central role of self esteem in moderating the effects of abuse, indicators of low self esteem and how to promote self esteem and the development of a positive self image in children who may have been abused
- methods of handling and managing difficult behaviour including the basic principles of behaviour modification
- appropriate methods of communicating and negotiating with adults and children
- ways of safely restraining children to prevent them hurting themselves or others.
- how to control oneself and remain calm under stress.
- the importance of the relationship with parents/guardians for children regardless of whether the relationship has been abusive and how to help children and parents/guardians build more positive relationships
Range Statement Cont'd.

6. Demonstrate: the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC 8. Observing/detecting and responding to signs of abuse in children

Element: EC8.5 Help children to protect themselves from abuse

Performance Criteria

1. The active promotion of child protection is correctly explained to parents/guardians.

2. Modifications made to child protection guidelines are possible within the overall policy of the setting.

3. Opportunities are provided within routines and within learning activities to help children identify and label parts of their bodies including the genitals.

4. Accurate and honest explanations of bodily functions are offered in response to children's inquiries in ways that are appropriate to their level of development.

5. Explanations of their rights and of the responsibilities of adults towards them are offered to children in forms that are appropriate to their level of understanding.

6. Within the constraints of routines and of health and safety requirements, children are given opportunities and encouragement to assert their rights.

7. Activities, stories and discussion are used to enable children to explore issues of personal safety in ways, which are appropriate to their level of development.

8. Children are supported to express their fears, anxieties and feelings without fear of ridicule or rejection.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - 1-3 years, 4 - 8 years

2. Types of abuse: - physical abuse and bullying; sexual abuse and unwanted touching; emotional abuse and teasing.

3. Characteristics of children: - those who have been abused; those who are not known to have been abused; those who are particularly vulnerable to abuse
Range Statement Cont’d.

4. Work activities include:
   - to explain the active promotion of child protection to parents/guardians
   - to modify child protection policy to accommodate wishes of parents/guardians
   - to provide opportunities for children to identify and label part of their bodies.
   - to provide explanations of bodily functions to children in response to inquiries
   - to explain to children about their rights and the responsibilities of adults
   - to give opportunities to children to exercise their rights
   - to engage children in activities, stories and discussions to explore issues of personal safety
   - to support children in the expression of their fears, anxieties and feelings

5. Working knowledge of:
   - the stresses on families and characteristics of children which make some children more vulnerable to abuse including overcrowding and impoverished environments, poor communication abilities, special needs, ‘bonding’ problems e.g. arising from prematurity and other reasons for lack of responsiveness/rewardingness to parents/guardians etc.
   - key stages in children’s development and awareness of their body
   - opportunities provided within daily routines and different kinds of games and equipment that can help children become aware of their bodies
   - the concept of children’s rights and the importance of empowering children to exercise those rights.
   - the external factors and constraints that make it difficult for children's rights to be promoted
   - importance of building trusting relationships within which children can talk about their concerns
   - activities and stories to encourage children to distinguish between affectionate touching and sexual touching; good and bad secrets etc.
   - strategies for building children’s self confidence and assertiveness and ways of making the child care setting more responsive
Range Statement Contd.

6. Demonstrate: the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC 9. Observing/recording development of children and taking appropriate action

Element: EC9.3 Carry out observations of a child’s behaviour

Performance Criteria

1. Reasons for observing the child and the primary focus of observation are made explicit and agreed on as appropriate with parents, colleagues or other professionals.

2. Observation and recording avoid disturbance of the child's natural pattern of behaviour.

3. Observations are sufficiently comprehensive to generate a valid and representative description of the aspect of behaviour in question.

4. Recording of observations is carried out promptly and is accurate, legible and in the required formats.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - birth to 1 year, 2-3 years, 4 - 8 years

2. Types of behaviour: - social and emotional behaviour; language and communication; aspects of intellectual and cognitive skills, physical behaviour and skills.

3. Child circumstances: - behaviour on own/in isolation; behaviour as part of a group

4. Types of recording: - free description; structured description; use of pre-coded categories or checklists.

5. Work activities include: - to agree with parents, colleagues or other professionals' reasons for observing a child
   - to observe and record children behaviour in a manner that is unobtrusive and avoids disturbing their natural pattern of behaviour
   - to generate a valid and representative description of the aspect of behaviour in question
   - to record observations accurately, legible and in the required format

Range Statement Cont’d
6. Working knowledge of:
  - the rationale for observing children's spontaneous or naturally occurring behaviour in comparison to that which is contrived for the purposes of assessment.
  - cultural, social and gender based influences on children's spontaneous or naturally occurring behaviour.
  - how and why young children's behaviour may vary across situations, with time of day and other factors.
  - the reason why it is important to observe a child's behaviour on a number of occasions and in different situations.
  - how to and why record the features of the context when making observations of children's spontaneous or naturally occurring behaviour.
  - the use of technology in carrying out and recording observations of children's spontaneous or naturally occurring behaviour.
  - how to select and use appropriate methods for observing and recording different aspects of children's spontaneous or naturally occurring behaviour.
  - the role of the non-interventionist observer.

7. Demonstrate:
  - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential.
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC16 Contributing to a harmonious and efficient work environment in an early childhood setting

Element: EC16.4 Contribute to the work of the team

Performance Criteria

1. The contribution made to the work of the team is consistent with the role and area of responsibility of the worker.

2. Responsibilities and duties are performed consistent with instructions given by management, agreed policies and procedures of the setting and decisions made by the team.

3. Any modifications made to tasks or performance are consistent with the policies of the setting and, if possible, agreed to in advance with the appropriate person.

4. Reports about progress and completion of work are given clearly in the form and at the times and frequencies as agreed.

5. Responsibilities and duties are discharged in a positive manner likely to promote co-operation and good relationships in the team.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of work: - individual duties and responsibilities; shared or co-operative tasks.

2. Types of structures: - formal; informal

3. Work activities include: - to contribute to work of team
   - to seek clarification as to own responsibilities
   - to perform responsibilities and duties within team
   - to appropriately modify tasks and performance
   - to give reports on progress and completion of work
   - to adopt appropriate manner in discharge of duties and responsibilities
Range Statement Cont'd.

4. Working knowledge of:
   - procedures of meetings and the process of decision making
   - the importance of collective responsibility
   - the organisational structure and the roles within it including those of team members
   - awareness of own role in team and personal strengths and weaknesses
   - aims and objectives of the team
   - awareness of personal needs and the needs of others in the team
   - the team's role in relation to others within and external to the organisation
   - the necessity for confidentiality

5. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC16. Contributing to a harmonious and efficient work environment in an early childhood setting

Element: EC16.5 Contribute to team meetings

Performance Criteria

1. Preparation for meetings enables the worker to supply information and contribute effectively to discussion.

2. Participation in meetings, planning and decision-making is consistent with the worker's own role and the role of other members of the team.

3. Contribution to meetings informs and progresses the work of the team whilst enabling the completion of business within time constraints.

4. Appropriate information and views are expressed clearly and concisely.

5. Response to the contributions of other team members demonstrates that other views are valued.

6. Work identified at a meeting is recorded accurately and in sufficient detail to facilitate its performance as and when agreed.

7. Information given and views expressed to those outside the team are consistent with the decisions of the team, and are referred to in a manner which is likely to promote the aims of the team and setting.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of meetings: - full meetings of the team; special meetings related to specific tasks; meetings of part of the team only.

2. Types of contribution: - presenting relevant material and information formally, i.e. when previously requested; informally to team meeting.
Range Statement Cont’d.

3. Work activities include:
- to prepare for team meetings
- to participate in meetings, planning and decision making
- to contribute to team meetings
- to express appropriate views and information
- to respond to contributions of other team members
- to record work identified at a meeting
- to give to outsiders’ appropriate expression to information given and views expressed by those within the team

4. Working knowledge of:
- the importance of collective responsibility
- the significance of commitment and what affects it.
- effective communication in a team meeting - both verbal and non-verbal
- the procedures for group meetings and the presentation of reports.
- the need to appraise and evaluate the effects of meetings and of procedures.
- what and how to prepare in advance
- expectations and norms for behaviour in given meetings.
- the negative effects of undermining the work of the team to those outside

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development
Function: EC16. Contributing to a harmonious and efficient work environment in an early childhood setting

Element: EC16.6 Contribute to the development of good practice in the team

Performance Criteria

1. Contributions to the evaluation of workers identify existing desirable work practices as well as changes which might realistically be made to improve performance.

2. Suggestions for improvement to practice are consistent with the objectives and policies of the organisation.

3. Improvements in practice, which are within the area of responsibility of the worker to make, are implemented promptly as agreed.

4. Responses to opportunities for training and personal development ensure and promote willingness to adapt flexibly in the interests of improving practice.

5. Response to unsatisfactory practice of colleagues balances the organisation's needs to improve practice with consideration for the individual.

6. Changes agreed to on ways of working are carried out.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of contribution: - in relation to individual duties and responsibilities; in relation to work of team or organisation

2. Work activities include: - to make contributions to the evaluation of practice - to identify good practice - to identify the potential of changes to improve practice - to implement improvements in practice within area of responsibility - to respond to agreed changes in working and opportunities for training and personal development - to respond to unsatisfactory practice of colleagues - to carry out agreed changes to work
Range Statement Cont'd.

3. Working knowledge of:
   - current practice and objectives of the organisation
   - the value of development of the team through training, consultation and the support of individuals and how this is effected
   - when to bring in or suggest the use of outside resources
   - the value and potential of own contribution to team development
   - how to share ideas with other members of the team
   - how to give and receive directions and instructions
   - awareness of own role in team decision making
   - awareness of own personal responsibility to follow through ideas and how to do it
   - awareness of own role in the evaluation of team development

4. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC16. Contributing to a harmonious and efficient work environment in an early childhood setting

Element: EC16.7 Contribute to support for colleagues

Performance Criteria

1. Comments and constructive criticisms are given to colleagues in a manner which identifies their good practice and reinforces their self-confidence.

2. Response to indications of stress or need for support in colleagues encourages them to share their concerns and difficulties.

3. Offers of help to colleagues made in the work context to alleviate stress or develop support are within the worker's area of responsibility and competence.

4. Information shared with colleagues to help them identify sources of support or expertise and further training opportunities is likely to enhance their competence and ability to cope.

5. Response to the cultural and religious beliefs and practices of colleagues ensures that diversity is valued, and that discrimination or prejudice will be challenged.

6. The policy for equal opportunities of the setting is promoted and adhered to.

7. Opportunities for communicating informally with colleagues are utilised as far as possible within the time constraints of the work setting to develop shared attitudes and to extend relationships.

8. Support offered to colleagues experiencing discrimination helps them to assert their rights as individuals and to sustain their confidence and self esteem.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of colleagues: experienced colleagues; new or inexperienced colleagues; trainees or students on placements.
Range Statement Cont'd.

2. Work activities include:
   - to give comments and constructive criticisms to colleagues
   - to respond to indications of stress or need for support in colleagues
   - to offer help to colleagues
   - to share with colleagues information to assist identification of sources of support or expertise and further training opportunities
   - to ensure response to cultural and religious beliefs and practices of colleagues
   - to promote and adhere to policies for equal opportunities
   - to use opportunities for communicating informally with colleagues
   - to offer support to colleagues experiencing discrimination

3. Working knowledge of:
   - support systems within the organisation
   - sources of information about support in the wider community
   - sources of information about training
   - the value of praise and positive feedback
   - the nature and limits of working relationships according to the setting
   - the nature and characteristics of professionalism in this field
   - the different levels of communication operating within the team and the organisation.
   - potential areas of stress, conflict and discrimination

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development
Function: EC16. Contributing to a harmonious and efficient work environment in an early childhood setting

Element: EC16.8 Respond to conflict in a team

Performance Criteria

1. Solutions proposed to reduce conflict demonstrate willingness to compromise and to amend working practices in a flexible and positive manner.

2. Evidence of prejudice and/or discrimination on the part of a team member is challenged in a manner likely to bring about change as consistent with the policy of the setting.

3. Support offered to colleagues in conflict with others is consistent with organisational requirements and procedures.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of conflict: - conflict between the candidate or colleagues; conflict between two or more colleagues.

2. Work activities include: - to respond to proposed solutions to reduce conflict - to challenge evidence of prejudice and/or discrimination on the part of a team member - to offer appropriate support to colleagues in conflict with others

3. Working knowledge of: - understand that conflicts are a natural part of working life - how, when and where to discuss and seek resolution of conflict - understanding of grievance and disciplinary procedures - the importance of not allowing conflict to affect the work of the organisation - areas of potential conflict and a range of strategies to deal with the situation
Range Statement Contd.

4. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
PERFORMANCE STANDARDS FOR NVQ-J LEVEL THREE
NVQ-J LEVEL 3

TECHNICAL SUPERVISORY WORKER

Level three NVQJ recognises competence in a broad range of complex, technical and professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often a requirement. The individual is capable of self-directed application, exhibits problem-solving, planning, designing and supervisory capabilities.
## PERFORMANCE STANDARDS FOR NVQ-J LEVEL THREE

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Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC1. Caring for children's physical and nutritional needs

Element: EC1.6 Provide structure for optimal physical and nutritional development of child

Performance Criteria

1. Direction and supervision of staff are established, maintained and developed.
2. Information systems are maintained and developed to ensure base for effective planning.
3. Programme plans for physical and nutritional development maximise each child's potential for development, and encourage independence and resourcefulness.
4. Physical and nutritional development programmes are planned in consultation with parents/guardians, children and colleagues and are adapted and developed as necessary.
5. Implementation of routines incorporates flexibility and consistency of care for children's physical and nutritional development.
6. Care practices takes into account the cultures and rights of individual children.
7. Systems and procedures for monitoring physical and nutritional development and responding to illness are established and maintained.
8. Referral systems are implemented in consultation with parents/guardians and in accordance with the needs of children.
9. The use of external professionals and agencies offering assistance is in accordance with established criteria.
10. Record keeping systems are accurately maintained and information divulged is consistent with the policies of the setting.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age band: birth - 1, 2 - 3, 4 - 8 years
2. Location: indoors; outdoors
Range Statement Cont’d.

3. Direction and supervision are given in the context of:
   - stimulating children’s physical development;
   - caring for children’s nutritional needs

4. Information systems to include:
   - log books, daily diaries, children’s files and developmental records, published policies, emergency contact arrangements, inventories, admission/attendance records, medical records, records of verbal requests and agreements, accident reports, dietary requirement, special needs.

5. Work activities include:
   - to direct and supervise staff in the care of children
   - to develop systems for providing information on children’s physical and nutritional development
   - to plan programmes that facilitate children’s development
   - to plan and implement child care routine
   - to implement referral system
   - to maintain record keeping system
   - to develop care practices

6. Working knowledge of:
   - children’s development from birth to 8 years and how provision for their physical needs affects their development
   - methods of direction and supervision of staff at lower levels
   - importance of regular supervision and use of supervision contracts to ensure development of communication and quality work by staff
   - the importance of information and record keeping systems as a prerequisite for effective planning.
   - the necessity for gradual introduction to physical activity, building on the child’s previous experience
   - the different types of play and the potential for play provision for children in the promotion of their physical development
   - principles of child development in respect of nutritional and physical care
Range Statement Cont’d.

- planning and programme development for individual children to promote and extend physical development, confidence, independence and co-operation.
- importance of flexible organisational arrangements and routines in care of children
- importance of the children’s need for choice in participation in activities and use of equipment
- care requirements of children including nutrition, rest, sleep, cleanliness and fresh air.
- familiarity with UN Convention on Rights of the Child
- variety of cultural and religious beliefs, values and practices of families and their implications for caring for children’s physical needs and for the use of suitable clothing
- monitoring systems and indicators for physical and nutritional development, and for signs of deterioration resulting from illness neglect, failure to thrive or abuse
- local arrangements for referral for specialist advice or assistance where needed
- importance of confidentiality and consultation on all matters
- relating to children’s physical and nutritional development matter.
- health and safety requirements relevant to the setting and how to obtain further advice particularly for children with special needs

7. Demonstrate:

- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
- the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC.2 Providing stimulation and care for infants

Element: EC2.13 Create a developmental programme for infants

Performance Criteria

1. Programmes for stimulating infants' development are appropriately designed and implemented.

2. Direction and supervision of staff in care and stimulation of infants are correctly instituted and maintained.

3. Communication techniques are consistent with infants' level of development.

4. Nutritional programmes are appropriate to the needs of infants and take into account factors impacting on their development.

5. Programmes provided to promote physical growth and development are appropriate for infants.

6. Environment established for infants is safe and secure.

7. Health and safety procedures are appropriately established and effectively maintained.

8. Guidelines for and supervision of staff are appropriately developed and effectively maintained.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Characteristics of infant: - infant unable to sit unsupported; infant able to sit up; reach and grasp; mobile crawling/walking infant

2. Age band: - infant under 6 months; 7 months to 18 months;

3. Types of developmental programme: - physical; social/emotional; intellectual; sensory; language
Range Statement Cont’d.

4. Location: - indoors, outdoors

5. Programmes include: - provisions for exploration and discovery; toys, materials and activities; structured routines for play and interaction; techniques to ensure responsiveness of infants and participation of parents; pre-language development

6. Communication techniques include: - the effective use of stimuli, e.g. colour, texture, touch, taste; the encouragement and reinforcement of the efforts of infants to communicate

7. Impacting factors include: - the facilitation of breastfeeding; communication with parents; the introduction of complementary feeding; efficient and safe preparation of feeds; the creation of a relaxed atmosphere conducive to effective feeding; the use of specialised equipment; the encouragement of independent feeding; cultural and religious practices of families.

8. Environmental factors include: - an appropriate level of cleanliness, security and consistency of care; flexible routines; ongoing support to staff in the handling of and interaction with infants; administration of treatments and medicines; ill-health or deviant behaviour; contact and communication with parents/guardians in case of emergency

9. Physical growth and development programmes include: - the use of space and equipment, techniques to assist the development of hand-eye co-ordination and motor skills; opportunities to exercise; giving praise, assistance and encouragement.

10. Health and safety procedures include: - the maintenance of equipment and clothing used for or by infants; the containment and prevention of infection; the use of universal precautions; the storage and disposal of items to prevent contamination or accident.
Range Statement Cont’d.

11. Guidelines for and supervision of staff ensure that:
   - personal hygiene standards are maintained; care practices are sensitively and efficiently carried out including the introduction to potty training; universal precautions are understood and used appropriately and that interaction with infants is maintained

12. Work activities include:
   - to design and implement programmes
   - to direct and supervise staff
   - to use communication techniques
   - to devise nutritional and physical care programmes
   - to establish environment for infants
   - to provide programmes for physical development
   - to establish health and safety procedures
   - to develop and maintain guidelines for staff

13. Working knowledge of:
   - growth and development of infants up to 12 months and how this can be affected by social, emotional and physical environment
   - standards of health and safety which should be maintained when working with infants
   - how caring of infants may vary with different cultures and individual needs
   - the importance of designing a stimulating programme for infants
   - the practical and organisational considerations in the supervision of programme delivery
   - methods of direction and supervision of staff at lower levels.
   - importance of regular supervision and use of supervision contracts to ensure development of communication and quality of work by staff.
   - communication techniques with infants and how to demonstrate them to staff
   - infant nutrition and its importance to development
   - importance of consistency of care approaches with those of parents/primary caregivers
   - developmental objectives for infants’ physical, care, growth and development
   - maintenance of equipment and development of environment for infants
   - health and safety issues in the care of infants
Range Statement Cont’d.

14. Demonstrate: the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

- the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC3. Promoting and supporting children’s social and emotional development

Element: EC3.9 Promote children’s social and emotional development

Performance Criteria

1. Environmental conditions ensure that children are happy and well adjusted.
2. Role modelling provides effective leadership for staff in the early childhood setting.
3. The role modelling provided by the worker reinforces positive interactions.
4. Involvement of staff in the decision-making process reflects commitment to the well being of children.
5. Rules and procedures established for the early childhood setting ensure orderly and well-planned programmes.
7. Programme planning promotes positive characteristics in children without labelling or categorising them.
8. Supervision and direction of staff ensure the use of effective techniques in promoting the social and emotional development of children.
10. Conflict resolution techniques are correctly demonstrated for staff and reinforced in their supervision.
11. Situations which require adult intervention are recognised and appropriately resolved.
12. Equality of opportunity in treatment of and concern for individual children is demonstrated.
13. Programmes for social and emotional development reflect rights, culture and religious practices of children.
14. Consultation and planning take into consideration the views and experiences of parents/guardians, and the need to prepare children for successful transition.

Range Statement
Competent performance of the criteria must be demonstrated in the following:

1. **Age range:**  
   - 1-3, 4 - 8 years

2. **Characteristics of children:**  
   - children of differing cultural backgrounds; children with special needs; children who have been abused; children with more than one language use; children who have difficulty with self-image and Identity, and those who do not

3. **Interactions include:**  
   - child and child; child and adult; adult and adult

4. **Supervision and direction of staff include:**  
   - corrective interventions; role modelling; instructions and guidance; in recognising the needs of children their feelings and dealing with them; understanding the effect workers feelings and behaviour have on children; conflict resolution techniques

5. **Programme plans:**  
   - child centred; self-directed learning by children

6. **Work activities include:**  
   - to consult with parents regarding planning for children's needs  
   - to prepare environment to allow easy adjustment  
   - to role model leadership for staff and children  
   - to develop rules and procedures for maintaining an orderly early childhood setting  
   - to design programmes appropriate for self directed learning and development  
   - to involve staff in the decision making process  
   - to encourage cooperative play  
   - to supervise and direct staff  
   - to provide programme plans  
   - to develop programmes to encourage team interaction  
   - to demonstrate methods for conflict resolution  
   - to provide equal opportunities for all children in the setting  
   - to recognise rights, culture and religious practices of children
Range Statement Cont’d.

7. Working knowledge of: - how to design child centred programmes and individual plans
   - the importance of a welcoming and secure environment for the social and emotional development of children
   - the value of role modelling for staff being supervised
   - the importance of rules and procedures for the development of trust and confidence in children
   - how self esteem and self reliance in children can be developed by direct programme interventions which are child centred.
   - the importance of child to child interactions in development
   - how adult behaviour influences children’s development
   - participation techniques for staff in decision making
   - the role of play and its potential as an aid to social and emotional development
   - the effects on social and emotional development of the lack of play opportunities
   - particular difficulties children face with language delay in other special needs
   - range of activities and intervention strategies in programme planning to encourage social and emotional development
   - knowledge of children’s social and emotional development from birth to six years and how this relates to other aspects of development
   - observation skills and techniques used to evaluate social and emotional development
   - the importance and value of consultation and planning with parents
   - the importance of not labelling or categorising children for their social and emotional development
   - methods of direction and supervision of staff at lower levels
   - importance of regular supervision to ensure development of staff techniques with children
   - rights of the child to freedom of expression and to the development of social responsibility
Range Statement Cont’d.

- conflict resolution techniques
- importance of demonstrating equal concern for children and offering equality of opportunity
- rights, cultures and religious practices of the communities served
- team building techniques to include staff, parents and children

8. Demonstrate:

- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
- the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC4. Facilitating the appropriate management of children’s behaviour

Element: EC4.5 Establish a framework and develop policies for the appropriate management of children’s behaviour

Performance Criteria

1. The framework established and policies developed within the early childhood setting are developed with contributions from staff and in consultation with parents.

2. Guidelines for acceptable behaviour promote positive aspects of children's behaviour and provide strategies for implementation appropriate to the setting.

3. The framework and policies reflect knowledge and understanding of factors impacting on children's development and behaviour.

4. Techniques of behaviour management are appropriately and effectively used.

5. Management of inappropriate behaviour of children is consistent with appropriate childcare practices.

6. Changes noted in behaviour patterns of individual children, including identification of direct factors involved in problem behaviours are recorded on referral or observation of staff.

7. Procedures for management of persistent problem behaviours are appropriately implemented.

8. Relevant specialist advice is sought, or referrals made to specialist agencies consistent with agreement of parents and the policies of the setting.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age band: - birth to 1, 2 - 3, 4 - 8 years

2. Dimensions of behaviour: - social behaviour, physical behaviour, verbal behaviour
Range Statement Cont’d.

3. Characteristics of children: - children with special educational needs e.g. autism, pervasive behavioural disorders, communication difficulties, excess motor activity, attention deficit disorder

4. Factors include: - patterns of the development of children’s self-control; the application of reasonable and relevant sanctions and the importance of flexibility in behaviour management.

5. Techniques of behaviour management include: - accurate identification of aspects of behaviour; positive behaviour reinforcement appropriate to a child’s developmental level; offering options and choices to children; praise and encouragement; resolution of difficulties; understanding of children’s rights and responsibilities.

6. Management of inappropriate behaviour include: - the provision of guidelines to staff on the control of children’s activity levels; techniques for handling inappropriate behaviours and confrontations; policy considerations in the exercise of sanctions; procedures for consultation with parents; maintenance of strategies for positive reinforcement

7. Procedures include: - the identification of background information in the lives of individual children; the planning of specific programmes in consultation with staff and parents to address the problem behaviours; the sharing of relevant information within the bounds of confidentiality.

8. Work activities include: - to develop framework and policies for the setting
- to provide guidelines for acceptable behaviour
- to use techniques of behaviour management
- to manage inappropriate behaviour of children
- to record changes in behaviour patterns
- to identify problem behaviours
- to implement procedures for management of persistent problem behaviours
- to seek advice from specialists
- to make referrals to specialist agencies
Range Statement Cont’d.

9. Working knowledge of:
   - key indicators of development and problem behaviour;
   - emotional, physical, intellectual, social, language
   - knowledge of children’s development from birth to 8 years and how it affects behaviour
   - the importance of maximising participation and co-operation of parents and staff in developing a framework for appropriate management of children’s behaviour
   - appropriate goals and boundaries for behaviour guidelines in early childhood
   - behaviour modification techniques for young children
   - development and implementation of strategic approaches
   - children’s development from birth to 8 years and the normal range of behaviour patterns and the common deviations
   - techniques for identifying behavioural patterns
   - importance of role modelling positive behaviour reinforcement for staff
   - direction and supervision of staff on control of children’s behaviour
   - implementation of reporting and recording systems for staff
   - diagnostic and management techniques in cases of persistent problem behaviours
   - development planning and programme implementation to effect behavioural changes
   - sources of specialist advice and referral procedures to local specialist agencies
   - importance of causes and antecedents of behaviour, learned or environmental

10. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development
Function: EC5  Planning, implementing and evaluating daily activities for children

Element: EC5.10  Direct the planning, implementation and evaluation of activities for children

Performance Criteria

1. Activities for children are appropriate for their age and development and reflect understanding of community and cultural factors.

2. Staff is assisted to plan activities in a way that ensures clarity of understanding and collective team effort.

3. Implementation of activities is supervised effectively to ensure achievement of agreed goals.

4. Implementation of activities is evaluated against agreed criteria and appropriate corrective actions are taken where required.

5. Ongoing needs for support of staff in the development of their skills in planning, implementation and evaluation of activities are effectively provided.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - 1-3, 4 - 8 years

2. Location: - indoors, outdoors

3. Plans: - sessional; short term; long term

4. Evaluation processes take into account: experience of staff; obstacles encountered in implementation, spontaneous learning opportunities which occurred and diverted plans; the responses and expressed preferences of children; the ideas of parents; the potential for future development of the programme
Range Statement Cont’d.

5. Work activities include:
- to provide activities for children
- to assist staff to plan activities
- to supervise implementation of activities
- to evaluate implementation of activities
- to provide support for skills development amongst staff

6. Working knowledge of:
- the role of the environment in children’s learning and in meeting their needs
- the importance of the relationship between the home environment and the early childhood setting environment
- course of children’s physical development, social and emotional development, sensory and intellectual development and language and communication skills between birth and 8 years
- processes of planning and evaluation
- how to analyse and assess information
- strategies for observing individual children engaged in activities
- techniques and methods of communication with adults and children.

7. Demonstrate:
- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
- the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC6. Promoting children's sensory and motor development

Element: EC6.5 Promote children's sensory and motor development

Performance Criteria

1. Creation of a developmental programme reflects knowledge and understanding of the importance of sensory experiences in the overall development process of the young child.

2. A stimulating environment is provided to promote children’s sensory and motor development.

3. Support given to staff in the provision of sensory experiences for children does not inhibit the development of their skills and imagination.

4. Flexible approaches are encouraged and supported.

5. The programme provided for motor skill development ensures opportunities for children to develop confidence and to enjoy the activities.

6. Developmental programme provided balances opportunities for structured activities with spontaneous play.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Age range: - 1-3, 4 - 8 years


3. Sensory experiences: - using sight; hearing; touch; smell and taste

4. Types of environment: - indoors; outdoors; constructed; natural

5. Developmental programmes include: - activities planned by staff; equipment and resources made available for use; approaches and techniques used to enhance children's awareness of sensory experiences

Range Statement Cont’d.

6. Flexible approaches include: - the use of unplanned opportunities and adapted
7. Work activities include:
- to create a developmental programme for children’s sensory development
- to provide an environment for promoting children’s sensory and motor development
- to give support to staff in the provision of sensory experiences
- to encourage and support flexible approaches
- to provide a programme for motor skills development

8. Working knowledge of:
- the course of children’s sensory and motor development between birth and 8 years and how this relates to other aspects of their development
- the idea of MILESTONES based on normative measurements and a maturational model of development, with awareness of its limitations
- the concept of perception; the different types of perception: visual, auditory, tactile and their role in children’s development
- the needs and rights of children with respect to sensory and motor development
- the possible environmental, physical, social, cultural and genetic factors which can enhance or impair children’s sensory and motor development
- the particular differences children face if they experience sensory impairment.

9. Demonstrate:
- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
- the capacity to motivate staff

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC7. Promoting and supporting cognition and communication skills in children
Element: EC7.7  Develop the language levels and communication abilities of individual children

Performance Criteria

1. Observations of the child’s interaction with other children and adults are carried out in ways which will provide objective information about his/her spontaneous speech and communication skills.

2. Activities and methods of communication are adapted to suit the child’s interests, abilities and needs.

3. Information about the child’s ability to communicate in the home setting obtained from discussion with parents is treated as confidential and used only as necessary to develop a full picture of the child’s language and communication skills.

4. The child’s hearing and understanding of stories, instructions and other communication are regularly checked by observing and interacting with the child.

5. Identification of the child’s language and communication abilities is recorded as necessary.

6. Concerns about a child’s language or ability to communicate are shared with parents, colleagues or other professionals as appropriate to the situation.

7. Programme plans and unscheduled opportunities encourage staff to stimulate, extend and reinforce the development of communication skills in individual children.

8. Staff is directed to encourage the development of individual children’s communication skills in group situations.

9. Programme plans and goals are developed to incorporate materials and activities which assist children to represent their experience.

10. Environment is rich with printed matter.
Range Statement

1. Age range: - birth to 1, 2-3, 4 - 8 years
2. Characteristics of children: - children without communication difficulties; those with communication difficulties.
3. Use of language: - children using one language; children using more than one language
4. Communication activities: - conversation; non-verbal communication; appropriate tone and volume; minimum distractions; interesting and varied stimuli to assist discussion; listening attentively; praise and encouragement; use of interactive techniques; respect for personal space; use of routine activities for communication
5. Materials for communication: - attractive and varied; avoid stereotyping and discrimination; adapted for specific communication requirements
6. Techniques: - turntaking; eye contact maintained; reciprocity in communication; labelling, naming and explaining items and events; introduction of new words; restating, clarifying and repeating intended meanings; use of open ended questions; use of personal knowledge, home language, dialects and culture.
7. Techniques for group communication: - lay out; scheduling and selection; encouragement of participation by shy, withdrawn children and those with communication difficulties; understanding importance of turntaking and attentiveness; reinforcement of efforts to communicate in a group; encouragement of constructive communication and response; response to language interaction initiated by children
8. Representation of experience: - verbal; non-verbal; use of various media; appropriate use of language; symbolic
Range Statement Cont’d.

9. Techniques of representation:- assistance to children to identify materials needed and to make representations; reading stories written by children out loud to encourage understanding of the link between spoken and the written word; sharing books, stories and rhymes; appropriate reading style; encouragement and sharing stories; use of higher order questions, conjecture, generalisation, interpretation and prediction; positive response; appropriate handling of disruptive behaviour.

10. Provision of books, stories and rhymes: - selection of appropriate stories; guidance on handling and storage of materials; provision of quantity and variety; relevant stories; humorous stories

11. Work activities include: - to carry out observations of individual children - to adapt activities and methods of communication to suit a child - to obtain information about a child’s ability to communicate - to check child’s hearing and understanding - to record child’s language and communication abilities - to share concerns about a child’s language or ability to communicate - to develop programme plans for staff - to encourage staff to use unscheduled opportunities for language development - to direct staff to encourage development of individual children’s communication skills - to plan programmes and goals - to create environment of printed matter

12. Working knowledge of: - sequence of development of language and communication in children from birth to 8 years and how this relates to other aspects of their development - the needs of children with respect to developing their language and communication skills and how these needs might be met - the importance of encouraging the child’s listening and comprehension skills

Range Statement Cont’d.
- the common problems associated with sensory impairment and other causes of delay in language acquisition
- the need for development of staff interpersonal skills
- the need to direct staff to use opportunities planned and unscheduled for praising and encouraging the development of children's listening and communication skills
- the need to encourage language and communication skills as a basis for the development of pre-reading and pre-writing skills in young children
- current thinking with regard to early reading and writing and their implications for workers with children

13. Demonstrate:

- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
- the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC7. Promoting and supporting cognitive and communication skills in children

Element: EC7.13 Develop cognitive and communication skills in children

Performance Criteria

1. Programme planning and timetabling encourages development of children's skills.
2. Praise, commentary and assistance are role modelled by the worker to demonstrate to staff the importance of encouraging children to persevere.
3. Activities selected and language used promote understanding of basic concepts.
4. Staff is correctly directed to offer children clear and accurate explanations and to encourage children to describe, demonstrate and discuss their experiences.
5. Communication opportunities created for children allow them to explore their imagination and express their creativity with the minimum of adult intervention.
6. Assistance given to staff to develop skills in encouraging the development of children's self control and self-confidence does not inhibit the development of their skills and imagination.

Range Statement

1. Age range: birth to 1, 2-3, 4 - 8 years
2. Characteristics of children: (identify all special needs)
3. Use of language: children using one language; children using more than one language
4. Modes of communication: receptive language; expressive language; non verbal communication
5. Activities include: encouraging attentiveness, concentration and involvement, recall, basic concept development; distractions kept to a minimum; expression of imagination and creativity;
Range Statement Cont’d.

6. Demonstration to staff: - praise, commentary, assistance; offering explanations in appropriate language to children; encouraging children to express themselves in ways likely to consolidate and extend conceptual understanding

7. Children's skills include: - attentiveness and recall; basic concept development; expression of imagination and creativity

8. Work activities include: - to plan programme and timetable
- to role model praise, commentary and assistance
- to select activities and use language
- to direct staff
- to create communication opportunities
- to give assistance to staff to develop skills

9. Working knowledge of: - the course of children’s language and cognitive development between birth to 8 years and how this relates to other aspects of development
- the idea of stages of cognitive and language development (theories of Piaget)
- the idea that children actively construct their own world view through using their inbuilt cognitive capacity in dynamic relationship with the environment in which they participate (theories of Vygotsky)
- the idea and use of these concepts in practice
- the idea of the child as active learner and the implications for workers
- how children learn and how adult interaction can facilitate this learning
- the rights of children to develop their thought and language powers and to express them
- the importance of staff understanding the need to interact with children’s creativity and expression and to extend children’s understanding

10. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
- the capacity to motivate staff

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development
Function: EC 8. Observing/detecting and responding to signs of abuse in children

Element: EC8.6 Establish and implement procedures for child protection

Performance Criteria

1. Establish procedures for identification of and response to signs, symptoms and disclosure of possible abuse and/or neglect.

2. Supervision of staff addresses in service training and ongoing support in the understanding, implementation and development of child protection procedures in use in the setting.

3. Role modelling is used to demonstrate effective techniques in dealing with children where there is suspicion of abuse or neglect.

4. Procedures for observing confidentiality and for consultation with parents are established and vigorously enforced.

5. Systems are established and maintained for recording information revealed about possible abuse.

6. Support is offered to staff in coping with personal emotional reactions to signs of abuse and neglect.

7. Referrals to external persons and agencies ensure adherence to procedures for confidentiality and consultation with parents.

8. Requests for written reports from external agencies are promptly responded to.

9. Programme plans for the care of abused or neglected children provide clarity and direction to the work of staff.

10. Programme plans ensure the development of consciousness of children with regard to the need to protect themselves from abuse or neglect.

11. Feedback from staff, contributions from parents and advice from specialist agencies involved in the care of the child are incorporated into programme planning and implementation.
Performance Criteria Cont’d.

12. Effective communication with parents regarding the care of their child ensures appropriate modification to the programme to be implemented within the policy of the setting.

Range Statement

1. Age range: - 1-3, 4 - 8 years

2. Types of abuse: - physical abuse and bullying; sexual abuse and unwanted touching; emotional abuse and teasing.

3. Characteristics of children: - those who have been abused; those who are not known to have been abused; those who are particularly vulnerable to abuse

4. External agencies: - courts; children’s services; social services

5. Types of referrals: - requests for assistance from specialist persons or agencies; reports on suspected abuse or neglect; requests for intervention in best interests of child

6. Procedures for child protection: - policy of the setting; national policy/law

7. Care of child: - assistance to development of positive relationship with parent; support and encouragement to parent in methods and practice demonstrated; staff management of difficult behaviours; promotion of acceptable behaviour alternatives; minimal physical restraint consistent with child safety; involvement of contributions from the child; realistic communication with the child regarding the nature of their abuse or neglect; responsiveness to staff to children’s understanding and knowledge of their body parts.

8. Child rights: - to express fears, anxieties and feelings; to explore issues of personal safety; to assert rights; to understand rights in relation to responsibilities of adults; to understand body parts and body functions
Range Statement Cont’d.

9. Work activities include:
- to establish procedures for identification and responses
- to supervise staff
- to use role modelling
- to observe confidentiality
- to consult with parents
- to establish systems for recording
- to offer support to staff
- to refer to external persons and agencies
- to respond to requests for written reports
- to provide programme plans
- to incorporate feedback, advice and contributions into programme planning
- to communicate with parents

10. Working knowledge of:
- the overall course of children’s development between birth and 8 years
- the rights and needs of young children for protection and how these can be met
- valuations in parenting approaches, family structures and relationships and how these may meet the needs of children in different ways
- the circumstances and pressures which make it more difficult for parents to meet the needs of their young children
- the rights and responsibilities of parents including their right to be informed and consulted throughout any procedures necessary for child protection
- the different forms that child abuse can take and the sorts of effects that abuse can have on children; this should include: physical abuse, neglect and failure to thrive, emotional abuse and sexual abuse
- the role of routine observations and record keeping in identification of possible abuse and for evidential purposes.
- the legislative/policy framework for child protection, and the roles and responsibilities of key and professionals including children’s services, family court officers, Child Guidance Clinics and Department of Child Health at UWI.
- the importance of recording and making appropriate referrals
- the importance of providing direction to staff
- the importance of including consciousness raising in programme planning for children’s activities

Range Statement Cont’d.

11. Demonstrate:
- the capacity to communicate respect, love and warmth directly to children; the ability to show
consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

- the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC 9. Observing/recording development of children and taking appropriate action

Element: EC9.4 Observe and record children’s performance on specific tasks and activities

Performance Criteria

1. The reasons for observing the child and the objectives of the observation are made explicit.

2. Any necessary agreements for a planned observation are made with parents, colleagues or other professionals as appropriate to the worker’s role and responsibilities before the observation takes place.

3. Tasks or activities selected are appropriate to the child’s broad level of development and physical capabilities, and to the objectives of the observation.

4. The manner of the approach and the establishment of rapport with the child secures the child’s co-operation.

5. The environment and other circumstances of the observation are arranged to keep distractions and interruptions to a minimum.

6. Use made of facilitative techniques is consistent with the objectives of the observation.

7. Recording of the child’s performance is carried out promptly and is accurate, legible and in the required format.

8. Observations are kept confidential.

Range Statement

1. Age range: birth to 1, 2-3, 4 - 8 years

2. Types of performance: social and emotional behaviour; language and communication; aspects of intellectual and cognitive skills; physical abilities and skills; self help
Range Statement Cont’d.

3. Types of tasks and activities: - response to selected materials, stimuli and activities; performance on a specific structured task; off-task behaviours.

4. Types of recording: - free description, structured description; use of pre-coded categories or checklists.

5. Work activities include: - to give reasons for the observation to parents/guardians, colleagues and other professionals. 
- to secure agreements for the observation with parents/guardians, colleagues and other professionals 
- to select tasks and activities for the child to perform 
- to secure co-operation from the child 
- to ensure the environment is arranged appropriately 
- to use facilitative techniques 
- to record observations 
- to observe confidentiality

6. Working knowledge of: - the rationale for observing children’s performance on specific tasks and activities and ways in which the information obtained can be used 
- how to select tasks and activities and appropriate recording formats to meet the agreed goals and purposes of observation 
- possible sources of distractions/disruptions during observation of task performance and how to minimise these 
- how to communicate instructions or requests effectively to children of different ages and characteristics in a one to one situation 
- how and why young children’s behaviour may vary across test situations and the reasons why repeated observations are sometimes necessary including links between concentration, performance and distractibility 
- how to and why record features of the context and off task behaviours when making observations of children’s performance on specific tasks and activities 
- the uses of technology in presenting tasks or stimuli and recording children’s performance on specific tasks and activities
Range Statement Cont’d.

- possible cultural, social and gender based influences on children’s responses to structured test/assessment situations
- the various roles that an observer/facilitator might play in enabling a child to demonstrate their full potential.
- the importance of standardisation of tasks, context and the role of the observer/facilitator in some formal test situations.

7. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
- the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC 9. Observing/recording development of children and taking appropriate action

Element: EC9.5 Establish programmes to address developmental problems in children

Performance Criteria

1. The results of observations are presented in forms which assist the evaluation of evidence relating to a child’s development or behaviour.

2. Evaluation of the evidence takes into account factors which affect its reliability and validity.

3. Preliminary assessments of a child’s behaviour or development are based on relevant and significant evidence.

4. Preliminary assessments are discussed with parents, colleagues or other professionals as appropriate to the worker’s role and responsibilities before any further action is taken.

5. The final agreed assessment is recorded accurately and legibly in the required format.

6. Possible implications of the assessment of development or behaviour for the future care of the child within the setting are worked out as soon as possible, and suggestions made to the appropriate person.

7. Programmes to address developmental problems in children are established in consultation with external agencies as appropriate, and incorporate treatment strategies as required.

Range Statement

1. Types of observational data: - observations of children’s spontaneous or naturally occurring behaviours; observations of performance on selected tasks and activities.

2. Types of recording format of data: - free description; structured description; use of pre-coded categories or checklists.
Range Statement Cont’d.

3. Modes of presentation of assessment:
   - written descriptive accounts; visual/graphical representation of data; completion of structured profiles or other pre-coded system for recording.

4. Developmental problems:
   - chronic conditions; developmental delay; behaviour problems; deviations from developmental norm; slow physical/emotional progress.

5. Types of health problems:
   - poor health; malnutrition; failure to thrive; apathy; recurrent illness; chronic conditions

6. Work activities include:
   - to present results of observations for evaluation purposes
   - to evaluate the evidence
   - to make preliminary assessments of a child’s behaviour or development
   - to discuss preliminary assessments with parents/guardians, colleagues and other professionals
   - to record the final agreed assessment
   - to work out the possible implications of the assessment of development or behaviour for future care of the child

7. Working knowledge of:
   - detailed knowledge of the course of children’s physical development, sensory and intellectual development, social and emotional development and language and communication skills between birth and 8 years
   - the range of developmental behaviours which might be expected of children at different ages and stages of development
   - what counts as significant evidence from observations and the concepts of validity and reliability and factors which affect this.
   - how to interpret and summarise data from observations and assessments.
   - how to relate examples of observed and assessed behaviours to widely accepted norms of behaviour.
   - how to use observations for the purposes of assessment and the limitations of such uses.
   - how to use assessments of development/abilities/behaviour to help develop
Range Statement Cont’d.

- care plans or curriculum plans or individualised learning programmes.
- how to present information keyed to goals in an effective and appropriate way.
- the importance of liaising with parents and other professionals when assessing children's behaviour, abilities and development.
- the rights of children when being observed and assessed.

8. Demonstrate:

- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential.
- the capacity to motivate staff.

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development.
Function: EC10  Maintaining safety and well being of children and using first aid

Element: EC10.3  Apply emergency procedures

Performance Criteria

1. Provision for first aid station and procedures for administering and treatment in emergencies are established in the setting.

2. Emergency equipment is used and maintained in accordance with property and manufacturing procedures.

3. Alarm is raised immediately and in accordance with procedures of the setting.

4. All safety and emergency signs and notices are adhered to.

5. Correct evacuation procedures are followed in a calm, orderly manner, in accordance with procedures of the setting.

6. Nominated assembly points are reached.

7. Register of children and staff is taken and checked on evacuation.

8. Person responsible for first aid is informed immediately, and emergency services are contacted in accordance with procedures of the setting.

9. Appropriate action is taken to ensure safety of injured and non-injured persons in accordance with procedures of the setting.

10. Comfort and reassurance are given to injured persons.

11. Accidents and emergencies are reported or documented in accordance with procedures of the setting.

Range Statement

Competent performance of the criteria must be demonstrated in the following:-

1. Fire extinguishing equipment and supplies to include: - extinguisher (carbon dioxide), sand, water, hose, wet blanket
Range Statement Cont’d.

2. Types of emergencies to include: - fires involving combustible materials (wood, paper, cloth); fires involving flammable liquids (gasoline, kerosene, thinner, grease); fires involving electrical equipment; hurricane; earthquake; flooding; community violence

3. Responses to include: - evacuate building, call fire services, put out fire

4. Nature of procedures to include: - preventative/precautionary, rescue, reactive, proactive

5. Evacuation procedures to include: - procedures in the event of fire, procedures for hurricanes and earthquakes prescribed by the Office of Disaster Preparedness

6. Work role to include: - directing, controlling, monitoring, delegating, implementing

7. Accidents involving injury to staff and children, which require: - basic first aid - Cardiac Pulmonary Resuscitation (CPR) - mouth to mouth resuscitation/artificial respiration

8. Accidents to include: - falls, burns, choking, cuts, drowning

9. Work role to include: - supervising, monitoring, implementing

10. Work activities include: - to provide first aid station - to use and maintain emergency equipment - to raise the alarm - to adhere to safety and emergency signs - to follow evacuation procedures - to reach nominated assembly points - to inform first aid personnel - to check register - to ensure safety of all persons - to give comfort - to report emergencies
Range Statement Cont’d.

11. Working knowledge of:

- basic knowledge of children’s development from birth to 8 years and importance of taking account of this when considering safety arrangements
- awareness of hazards in the environment and in the weather system
- the need to direct staff to actively protect children and their vital role in so doing
- the vital importance of changing practising and publishing the emergency procedures of the setting
- the need to be in close and regular contact with the Office of Disaster Preparedness and to act on recommendations given for the setting.
- the importance of ensuring first aid assistance is available
- the importance of maintaining equipment needed in an emergency

12. Demonstrate:

- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
- the capacity to motivate staff

Key Role: Providing the resources and experiences to enhance and facilitate early Childhood care, education and development
Function: EC10  Maintaining safety and well being of children and using first aid
Element: EC10.6 Establish and implement health and safety policies and emergency procedures

Performance Criteria

1. The environment provided for use by children is kept free from hazards, and hazards identified are reported or dealt with promptly and effectively.

2. Notices are properly prepared and posted for the attention of staff.

3. All duties pertaining to the general maintenance of health and safety are diligently and consistently executed.

4. Protective gear and accessories are provided and appropriately used by staff.

5. Advice is given to staff in cases where poor health and safety practices are observed.

6. Accidents are reported promptly and recorded accurately in accordance with legal and/or organisation policy.

7. Health and safety precautions are established and followed, including procedures for use of equipment.

8. Training sessions in respect of health and safety procedures are provided, and staff attendance is ensured.

9. Liaison and collaboration with the Ministry of Health and Public Health agencies ensure the development of up-to-date health policy and procedures in the setting.

10. Storage areas are secured against unauthorised access.

11. Keys are secured from unauthorised access at all times.

12. Missing staff or children’s property are reported to the appropriate person.

13. Suspicious individuals are politely challenged or reported in accordance with property procedures.

14. Emergency contact numbers for children’s families are available to staff and checked regularly for correctness.
Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Health and safety hazards to include: exposed electrical wiring, misplaced furniture and equipment, poor lighting, inappropriate furniture, structural deficiencies, defective equipment corrosive substances

2. Notices to include: information on health and safety regulations and procedures, warning signs

3. Appropriate action to include: evacuation, the use of fire fighting equipment/substances, alerting appropriate personnel, eliminating cause of accident where possible, rendering first aid, raising general alarm

4. Emergencies: to include fire, flood, earthquake

5. Training sessions: to include fire drill, first aid procedures, earthquake procedures

6. Areas to include: Staff: work area, staff facilities - Storage: store rooms, store cupboards and cabinet, fridge and freezers - Children: play and learning areas; care facilities

7. Security methods to include: deployment of security personnel; deployment of staff; use of locks, barriers and signs

8. Work activities include: to identify and deal with hazards - to devise procedures for use of equipment - to devise notices - to execute health and safety duties - to keep environment free of hazards - to provide protective accessories for staff - to train staff in health and safety - to advise on poor practice observed - to report accidents - to establish and follow health and safety precautions - to liaise with the Ministry of Health - to secure storage area - to secure keys - to deal with missing property - to deal with suspicious persons - to maintain emergency contact numbers
Range Statement Cont’d.

9. Working knowledge of:  
- the importance of keeping records essential to the safety of children and of ongoing consultation with the primary carer
- health and safety requirements of the setting and the importance of ensuring that these are displayed and communicated clearly to other adults in the setting
- the responsibility of the supervisor and staff with regard to protection from infectious diseases
- how to raise consciousness about safety issues
- the importance of providing children, parents and staff with a positive role model with regard to safety.
- awareness of hazards in the environment
- the importance of vigilance with staff training

10. Demonstrate:  
- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
- the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC14. Promoting understanding of and involvement in children’s activities by parents/guardians

Element: EC14.3 Exchange information with parents/guardians about their children

Performance Criteria

1. Information about adults’ involvement in children’s activities is shared with parents/guardians in a manner and at a level and pace appropriate to their knowledge and experience of such involvement.

2. Information shared with parents/guardians makes clear ways in which adult participation can support children’s learning, and the special contribution made by the involvement of parents/guardians.

3. Encouragement to parents/guardians enables them to express views and ideas about their involvement, and to contribute to planning.

4. New forms of involvement of parents/guardians in children’s activities are actively sought and welcomed in a manner likely to encourage further participation.

5. Ways in which parents'/guardians’ involvement benefits them and their children are identified in a manner which enhances their self-confidence.

6. Parents/guardians are encouraged to seek further explanation or clarification as necessary.

7. Discussion with parents/guardians of any difficulties or confusion arising from their involvement sustains parents'/guardians’ self-confidence and self-interest in continued involvement.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Characteristics of parent/guardians: parents/guardians with limited experience of involvement in children’s activities; those with considerable experience; receptive/unreceptive parents/guardians; parents/guardians with whom there are barriers to effective communication.
**Range Statement Cont’d.**

2. **Types of communication:**
   - written; oral

3. **Work activities include:**
   - to share information with parents/guardians
   - to demonstrate to parents/guardians how adult participation and involvement in activities supports children learning
   - to encourage parents/guardians to express views and ideas and contribute to planning.
   - to encourage parents/guardians to seek clarification
   - to seek and welcome new forms of involvement of parents/guardians.
   - to identify ways in which involvement of parents/guardians benefits them and their children.
   - to discuss difficulties or confusion arising with parents/guardians

4. **Working knowledge of:**
   - the value of parental involvement for children and parents/guardians.
   - how to create a suitable environment for sharing of information with parents/guardians.
   - the value and purposes of the children’s activities/experiences and how to communicate this to parents/guardians.
   - how to respond positively to parents’/guardians’ questions about play and learning activities.
   - the variety of ways in which parents/guardians can be involved in children’s activities and the importance of negotiating the type and level of their involvement

5. **Demonstrate:**
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC14. Promoting understanding of and involvement in children’s activities by parents/guardians

Element: EC14.4 Facilitate the involvement of parents/guardians in children’s care and development

Performance Criteria

1. Identification of the enjoyable aspects of involvement in children’s activities stimulates the interest of parents/guardians in becoming involved.

2. Discussion with parents/guardians of the purposes of children’s activities helps to extend their knowledge and understanding in ways which enhance their self-confidence in being involved.

3. Suggestions about how parents/guardians might become involved in children’s activities utilise their particular interests and skills.

4. Support is offered promptly to parents/guardians feeling unsure or inhibited about their participation in children’s activities.

5. Encouragement to become involved in children’s activities makes clear that parents/guardians can choose their own level of involvement.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Characteristics of parents/guardians:
   - parents/guardians with limited experience of involvement in children’s activities; those with considerable experience; parents/guardians with specific skills and those without; parents/guardians willing to be involved; those who are reluctant to be involved

2. Types of involvement: direct; indirect/supportive
Range Statement Cont’d.

3. Work activities include:
   - to identify the enjoyable aspects of involvement in children’s activities
   - to stimulate the interest of parents/guardians to become involved.
   - to discuss with parents/guardians the purpose of children's activities
   - to suggest to parents/guardians how they might become involved in children's activities.
   - to offer support to parents/guardians in their participation in children's activities
   - to encourage parents to become involved in children's activities

4. Working knowledge of:
   - awareness of some parents'/guardians’ feelings of lack of skills or embarrassment at joining in children’s activities
   - how to create a welcoming atmosphere for parents/guardians
   - why some parents/guardians may have limits to the extent of their involvement and should not be subject to pressure to be involved beyond these limits
   - the most appropriate ways to involve individual parents/guardians
   - how the early childhood care worker is likely to be seen as a role model by parents/guardians
   - the purpose of children’s activities and the adult’s role in them.
   - ways/techniques of involving parents/guardians at a practical level.
   - the cultural background which influences parent’s/guardians’ wishes and views.

5. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC.15 Performing administrative functions for an early childhood service
Element: EC15.1 Establish and maintain admissions and record keeping systems for an early childhood service

Performance Criteria

1. The enquiries of parents/guardians and professionals about the admission of the children to the group are responded to courteously, promptly, comprehensibly and with information relevant to the enquiry made.

2. Enquiries about admissions are passed promptly to the appropriate person according to the procedures of the setting.

3. Information shared with parents/guardians and professionals about procedures for admission is clear and accurate.

4. Information about children and families is collected as appropriate and checked with parents/guardians for accuracy and evaluated for relevance in identifying the family’s needs.

5. Notice is given to families of the availability of a place; makes clear the starting date and information about preparation for admission and settling-in arrangements.

6. The recording of information about children and their families fulfils the requirements of the licensing authority.

7. Information about children and their families is recorded accurately and legibly, and is kept up-to-date.

8. Access to records is restricted to comply with boundaries of confidentiality negotiated with parents/guardians according to the policies of the setting.

9. Information about children and families is passed only to entitled or authorised persons.

10. Information recorded is appropriate and sufficient for use in an emergency.
Range Statement

1. Methods of admission: - pre-planned; unplanned; emergency

2. Types of records: - attendance; accident/incident; records about children and families

3. Work activities include: - to respond to enquiries by parents/guardians and professionals.
   - to pass enquiries to the appropriate person.
   - to share information with parents/guardians and professionals.
   - to collect information about children and families from relevant sources.
   - to confirm accuracy of information collected with parents/guardians.
   - to record information correctly.
   - to pass information to the appropriate person.
   - to provide information on starting arrangements.
   - to collect information required by licensing authority.
   - to restrict access to records.
   - to record information for use in emergency.

4. Working knowledge of: - admission policies of the setting.
   - worker’s role in relation to admissions.
   - information required about children and families.
   - information to give to parents.
   - settling-in arrangements.
   - methods of keeping records.
   - the requirements of the early childhood unit for records.
   - the policies of the setting concerning confidentiality.
   - information needed in an emergency.

5. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development
Function: EC.15  Performing administrative functions for an early childhood service

Element: EC15.2  Share expectations and establish and maintain written agreements with parents/guardians

Performance Criteria

1. Discussion with parents of the purpose and benefits of a written agreement makes clear the implications for both the service and the parents/guardians.

2. The agreement format used sets out the details of arrangements agreed on in a way which is clear and comprehensible to all parents/guardians.

3. Expressed requirements and wishes of parents/guardians are recorded accurately.

4. The completion of the agreement is carried out in the presence of the parents/guardians, and signed copies are given to parents/guardians and retained by the centre.

5. The arrangements agreed on include the options open to parents/guardians about the use they choose to make of the service for their child and the provisions for review and amendment at specified intervals.

6. The boundaries for confidentiality of information given by parents/guardians about their children and family circumstances are clearly established in the agreement.

7. The agreement provides for opportunities for daily exchange of important information.

8. Discussion with parents/guardians of aspects of children’s development helps to identify and define any necessary changes to routines or management of children to be included in the agreement.

9. Information given to parents/guardians about the outcome of agreed changes enables further adjustments to be agreed on as necessary.
Range Statement

1. Characteristics of parents: - those from different social and cultural backgrounds; those with whom there are barriers to effective communication; those who have used early childhood services before and those who have not

2. Types of information: - routines; development; health; dietary requirements; individual words or habits.

3. Types of care arrangements: - regular; irregular or occasional

4. Work activities include: - to discuss with parents/guardians the benefits and purpose of written agreements
- to set out details of arrangements made in an agreement format
- to record expressed requirements and wishes of parents
- to complete agreement in the presence of parents/guardians
- to retain signed agreement and make copy available to parents/guardians
- to ensure agreements include service options, review and amendment processes
- to agree to boundaries of confidentiality of information given by parents/guardians
- to make provision for daily exchange of important information
- to identify and agree on necessary changes
- to enable further adjustments as necessary

5. Working knowledge of: - the implications of written agreements
- sources of legally tested formats of agreements.
- the importance of regular review of written agreements
- parents’/guardians’ needs for regular information about their children in order to sustain continuity of care
- the policy of the setting concerning confidentiality and the importance of safeguarding confidentiality of information
- how to gather information from observation of children and parents/guardians
- how to record information on family’s requirements

Range Statement Cont’d.
- other sources of information and how to evaluate its relevance for identifying the family's need.
- techniques for enabling parents/guardians to express their requirements and wishes.
- the extent of the service available and the degree of flexibility within it.
- the importance and value of parents'/guardians' knowledge about their children.
- the negative feelings some parents/guardians have about other people caring for their children.
- the conflicting pressures of family and work roles on some parents/guardians

6. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
- the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC15. Performing administrative functions for an early childhood service

Element: EC15.3 Prepare and present a report to a management committee

Performance Criteria

1. The frequency, format and scope of reports and plans are as agreed on with the committee.

2. All information supplied is accurate, relevant, up to date and within the worker’s area of responsibility.

3. Written reports and plans are legible and accurate, and verbal reports and plans are clearly expressed in a form which is understandable by the committee.

4. Plans are developed and adapted in consultation with the management committee, colleagues, parents/guardians, and other professionals, as appropriate.

5. Plans prepared demonstrate the best use of available resources.

6. Additional information/reports/plans requested by the committee is/are provided within the agreed timescale.

7. Boundaries of confidentiality agreed on for the setting are adhered to at all times.

8. Attendance at and participation in meetings of the committee is consistent with the worker’s role.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of plan: - short term; long term; plans for sessional activities; plans for special events

2. Types of reports: - reports on equipment, supplies and other resources; progress reports on day to day activities of the group; reports on special events; other reports
Range Statement Cont’d.

3. Work activities include:
   - to agree on frequency, format and scope of plans and reports
   - to provide information
   - to provide written reports
   - to develop plans
   - to provide additional information
   - to observe boundaries of confidentiality
   - to attend and participate in management committee meetings

4. Working knowledge of:
   - structure, role and policies of the organisation
   - roles and areas of responsibility of committee and staff/self
   - the nature and purpose of the report and the implications for the way information is presented
   - the principles of meetings and the procedures adopted by the local committee
   - the equipment, supplies, funds and resources needed for running the early childhood setting
   - the importance of providing accurate information in enabling management committees to function effectively
   - the importance of organising issues background information, factors for consideration and recommendations in order that management can identify and agree priorities
   - the policy of the setting concerning confidentiality

5. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development
Function: EC15. Performing administrative functions for an early childhood service

Element: EC15.4 Prepare job description/specification

Performance Criteria

1. Information on the position is obtained from available sources.
2. Brief summary is prepared outlining the scope of the job.
3. Responsibilities and duties of the position are clearly outlined.
4. Equipment to be operated is clearly indicated.
5. Special skills and educational requirements are stated.
6. Special work conditions and requirements are stated.
7. Personal traits and previous experience essential in performing the job are outlined.
8. Job description/specification accurately describes the content of and essential requirements for the job.
9. Equal opportunities are clearly set out with procedures to be followed.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Job description/specification: - early childhood workers; secretarial staff; ancillary staff
2. Available sources to include: - discussions with incumbent, previous job description, other documented material from external sources
Range Statement Cont’d.

3. Work activities include:  
- to obtain information on the position  
- to prepare summary of the job  
- to outline responsibility of the job  
- to indicate equipment to be operated  
- to state special skills and educational requirements  
- to state special work conditions and requirements  
- to outline person specification details

4. Working knowledge of:  
- nature of work of early childhood workers at many levels  
- nature of work of secretarial and ancillary staff  
- structure and purposes of job descriptions/specification

5. Demonstrate:  
- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential  
- the capacity to motivate staff

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development
Function: EC15. Performing administrative functions for an early childhood service

Element: EC15.5 Interview applicant for employment

Performance Criteria

1. Pertinent information is thoroughly reviewed prior to interview.

2. Appropriate introductory information is conveyed.

3. Applicant is told how the position under consideration fits into the organisation structure of the setting.

4. Job requirements are reviewed and personnel policies discussed with applicant.

5. Pertinent questions are asked to determine and assess applicant's suitability.

6. Ample opportunity is provided for the applicant to ask questions.

7. Equal opportunities are adhered to.

8. Interview is conducted in a timely manner.

9. Interview is concluded after all relevant information and questions have been exchanged.

10. Applicant is informed concerning procedure for announcing appointment of successful applicant.

11. Interview summary is completed in prescribed format.

12. Applicant's suitability for the job is reasonably assessed and appropriate recommendations made.

13. Confidentiality procedures are implemented.

14. Records are up-to-date, legible and accurate.
Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Pertinent information to include: job description, application form, resume, employment test results

2. Introductory information to include: introduction of self and co-interviewers if any, overview of the organisation, comments to establish rapport

3. Interview summary to include: information on experience, qualifications, and potential for success on the job; other relevant information e.g. test scores, observation on tasks set

4. Applicants: early childhood staff; secretarial staff; ancillary staff

5. Work activities include: to review pertinent information
   - to convey introductory framework
   - to advise applicant regarding the position
   - to question the applicant
   - to take applicant’s questions
   - to adhere to equal opportunities
   - to conclude interview
   - to advise applicant of next steps
   - to complete interview summary
   - to assess applicant’s suitability
   - to implement confidentiality procedures
   - to maintain records

6. Working knowledge of: the importance of treating each applicant with equal concern and interest
   - the important of offering each applicant an equal opportunity to express himself/herself
   - the value of systems and practices to ensure non-discrimination on the grounds of gender, race, disability or sexuality
   - how to make an applicant comfortable and to encourage a communicative atmosphere.
   - personnel procedures for the conduct of interviews, decision making regarding suitability of applicant(s), choice of the most suitable applicant and record keeping.
Range Statement Cont’d.

7. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
- the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early Childhood care, education and development

Function: EC15. Performing administrative functions for an early childhood service

Element: EC15.6 Orientates new member of staff

Performance Criteria
1. Orientation procedures are thoroughly reviewed.
2. New employee is welcomed to the setting and taken through introductory routines.
3. Procedures and policies of the setting are accurately explained.
4. Job description is provided and specific job functions and responsibilities discussed with employee.
5. Employee is acquainted with organisational chart, organisational policies and employee benefits.
6. New employee is encouraged to ask relevant questions and seek clarification on areas of uncertainty.
7. In-service training programmes, if any, are explained.
8. Additional orientation is scheduled as required by the setting.
9. Co-worker is assigned to monitor and assist employee for a defined period.
10. New employee is constructively advised and assisted in the initial performance of assigned work activities.

Range Statement
Competent performance of the criteria must be demonstrated in the following:

1. Introductory routines to include: - introducing to co-workers, showing around setting; assigning to work areas with children, familiarising with property facilities and location of equipment
2. New employee: - newly recruited staff, relocated staff
Range Statement Cont’d.

3. Setting procedures to include:
   - fire exits and fire procedures, first aid procedures, evacuation procedures, communication norms, lunch/coffee break times, staff meetings and training, communication with parents, routines with children, standards of the setting, goals and objectives

4. Procedures and Principles related to:
   - identifying cause of conflicts, defining and allocating responsibilities and authority, providing workers with opportunity to raise and discuss problems, handling disagreement and conflicts

5. Solutions:
   - counselling, staff meetings, arbitration, referral to higher authority

6. Work attitudes:
   - attend to details, observant, display good deportment, exhibit good work habits, display good deportment, protect interest of employer, sensitive to others, maintain team spirit, cooperative, display values and attitudes necessary for working with children.

7. Work activities include:
   - to review orientation procedures
   - to welcome new employee
   - to explain procedures of the setting
   - to provide job description
   - to encourage employee’s questions
   - to explain in service programmes in training
   - to provide additional orientation
   - to assign co-worker
   - to advise new employee

8. Working knowledge of:
   - the importance of the values and attitudes necessary for working with children:
     - the capacity for communicating respect, love and warmth directly to children
     - the consideration for feelings, desires and interests of children
     - the recognition and acceptance of the individuality of children
     - the commitment to make provisions for children with special needs
Range Statement Cont’d.

- the acceptance of and interest in children’s culture, family and community
- the appreciation of the rights of children to equal opportunities to develop to their fullest potential
- the willingness to involve all parents as partners
- the awareness of the value of life skills
- the importance of maintaining and refreshing one’s learning about early childhood care, education and development
- the value and necessity of in service training
- the development processes working as a member of a team
- techniques in identifying the causes of conflict between individuals and groups
- defining and allocating responsibilities
- handling disagreements between workers,
- handling disagreements between workers and parents
- expected standards of work and behaviour
- disciplinary and grievance procedures,
- trade union agreement/contracts relating to conflict resolution.

9. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
- the capacity to motivate staff

Key Role: Providing the resources and experiences to enhance and facilitate early Childhood care, education and development

Function: EC 15. Performing administrative functions for an early childhood service
Performance Criteria

1. Work to be done is reviewed and time and place identified for supervision of member of staff.
2. Supervision areas are determined and contract agreed on for regular supervision meetings.
3. Workload and priorities of member of staff are checked.
4. Competencies and availability of member of staff are considered in relation to work to be undertaken.
5. Talents and competencies of member of staff are utilised to the best degree.
6. Distribution of workload is determined and work plan prepared.
7. Reasonable performance standards and time limits for work tasks are established and agreed on with member of staff.
8. Uncertainties which arise during implementation of delegated tasks are clarified and understanding improved.
9. Work is reassigned outside of regular supervision sessions as the need arises.
10. Completed work is reviewed with supervision meetings, and agreements on actions to be taken are recorded.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Supervision areas: - work performed; work to be performed; job description
2. Supervision contract: - to take account of work priorities, shift/staggered work schedules, flexible work schedule, job sharing, talents and competencies
Range Statement Cont’d.

3. Reasonable performance standards:
   - to take account of known constraints; to take account of strengths and weaknesses in team work

4. Work activities include:
   - to review work
   - to determine supervision area
   - to agree on supervision contract
   - to check workload and priorities
   - to consider competencies and availability of member of staff
   - to utilise talents and competencies of member of staff
   - to distribute work
   - to set standards
   - to clarify uncertainties
   - to reassign work
   - to review completed work
   - to record agreements

5. Working knowledge of:
   - the purposes and models for supervision of staff
   - the value of supervision contracts in ensuring that the process of guidance in work is consistent and effective
   - the balance to be struck between education, administration and support when supervising staff
   - the need to combine looking back at work completed with looking forward to work planned.
   - the importance of working within the framework of the member of staff’s job description
   - the importance of listening carefully to a member of staff
   - the importance of clarity of direction for a member of staff
   - the need to monitor workloads carefully and to adjust them as necessary
   - the importance of recording agreements for action

6. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development
Function: EC15  Performing administrative functions for an early childhood service

Element: EC15.8  Conduct staff meeting

Performance Criteria

1. Necessary equipment, materials and supplies are available.

2. Items for the agenda are taken from staff in advance, and combined with those of the administration.

3. Arrangements are made for the recording of minutes of the meeting.

4. Meeting is convened on time.

5. Meeting is conducted according to agenda.

6. Agenda items are discussed and clarified as appropriate.

7. Participation of staff attending is encouraged.

8. Response to issues is solicited and carefully listened to.

9. Respect is shown to the opinions and viewpoints of staff.

10. Unresolved issues are identified for future staff meetings as appropriate, or for earlier resolution by the administration to ensure smooth running of the setting.

11. Meeting is conducted in established time frame.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Meeting facilities to include: - venue, seating

2. Equipment to include: - video, projector, tape recorder

3. Supplies to include: - flip charts, blackboard, transparencies, chalk
Range Statement Cont’d.

4. Work activities to include:
   - to set up staff meeting
   - to construct agenda
   - to arrange minute taking
   - to convene meeting
   - to run meetings to discuss matters on the agenda
   - to encourage participation
   - to solicit responses
   - to show respect
   - to deal with unresolved issues

5. Working knowledge of:
   - the importance of taking account of group dynamics amongst the staff
   - the value of sharing the construction of the agenda to ensure that the concerns of staff are included
   - the need to balance agenda to include business matters, concerns of staff and forward planning and development
   - the need to separate out the areas which can be covered in individual supervision sessions with staff from the areas of common concern, interest and importance to the whole staff group
   - the importance of identifying how matters of individual concern will be dealt with outside of the wider staff meeting
   - the importance of covering the agenda and keeping closely to time
   - the need to identify unresolvable issues and to agree how they will be dealt with after the meeting
   - the importance of listening and responding to staff to maximise their participation
   - the importance of showing respect for staff views to ensure harmonious and cooperative atmosphere, and to facilitate joint decision taking whenever possible
   - to direct the recording of minutes to cover agreements for action, and decision on other areas for more discussion

6. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC15 Performing administrative functions for an early childhood service

Element: EC15.9 Maintain employment records

Performance Criteria

1. File is established for each employee’s records.

2. All pertinent employee data is maintained on file on a current basis.

3. Commencement and termination of employment are properly documented.

4. File is maintained in chronological order according to prescribed procedures.

5. Files are stored according to administrative procedures.

6. Security and confidentiality procedures are maintained at all times.

7. Staff is given access to files according to procedures of the setting and the law.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. File: - manual and computerised

2. Pertinent employee data to include: - personal information (e.g. address, phone number, marital status, qualifications), date of employment, leave record, starting salary and subsequent increases, job performance appraisals; records of agreements reached in supervision

3. Administrative procedures to include: - control of access to individual members of staff according to law and procedures of the setting; physical security
Range Statement Cont’d.

4. Work activities include:
   - to establish employee files
   - to maintain employee data
   - to document employment record
   - to maintain files
   - to store files
   - to maintain security and confidentiality
   - to give access to files

5. Working knowledge of:
   - filing systems and organisational good practice in maintaining them
   - Jamaican law as it relates to access to personal files and arrangements for providing access
   - methods of recording information on files which are non-contentious and non-discriminatory
   - the importance of clarity of procedures regarding information which is to be noted or included on files
   - the importance of including on file written information and responses from members of staff to matters recorded on file.
   - the importance of safe, secure and confidential storage of files

6. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early Childhood care, education and development

Function: EC16. Contributing to a harmonious and efficient work environment in an early childhood setting

Element: EC16.9 Identify and resolve conflicts

Performance Criteria

1. Workers are informed of expected standards of work and behaviour in a manner and at a level and pace appropriate to the individual and situation.

2. Opportunities for workers to discuss problems which affect their work are regularly provided.

3. Potential and actual conflicts are identified and actions are promptly taken to deal with them.

4. Actions taken to resolve conflicts are appropriate and correctly implemented.

5. Records of the conflict and outcome are accurate and complete according to policy of the setting.

6. Confidentiality is maintained in accordance with requirements.

7. Conflict situations are referred to appropriate people or are dealt with according to property requirements.

8. Policies, procedures and principles applicable to area of responsibility are applied.

9. Appropriate work attitude is displayed at all times.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Conflict situations: - those within given area of responsibility, outside given area of responsibility but within given scope of influence
Range Statement Cont’d.

2. Conflicts are those due to:
   - differences of opinion, inappropriate personal habits, non-compliance with norms and values of the setting, personnel matters, ineffective communication, unrealistic work expectation, disagreement between worker and worker or worker and parents; discriminatory and prejudicial attitudes

3. Procedures and principles related to:
   - identifying cause of conflicts, defining and allocating responsibilities and authority, providing workers with opportunity to raise and discuss problems, handling disagreement and conflicts

4. Solutions:
   - counselling, arbitration, referral to higher authority

5. Work attitudes:
   - attend to details, observant, display good deportment, exhibit good work habits, protect interest of employer, sensitive to others, maintain team spirit, cooperative

6. Work activities include:
   - to inform workers of standards of work
   - to provide opportunities for discussion
   - to identify potential and actual conflicts
   - to implement actions to resolve conflict
   - to record conflicts and outcomes
   - to maintain confidentiality
   - to make referrals for assistance
   - to apply procedures, policies and principles
   - to display work attitudes

7. Working knowledge of:
   - a general basis knowledge of group dynamics
   - the roles and responsibilities of self, staff and other team members
   - techniques in identifying the causes of conflict between individuals and groups
   - defining and allocating responsibilities
   - handling disagreements between workers,
   - handling disagreements between workers and parents
   - expected standards of work and behaviour,
   - disciplinary and grievance procedures
   - trade union agreement/contracts relating to conflict resolution
Range Statement Cont’d.

8. Demonstrate:  
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC17 Dealing with payments and other monetary transactions

Element: EC17.1 Prepare payroll

Performance Criteria

1. Hourly rates are accurately researched and calculated.
2. Hours worked are properly checked and recorded.
3. Changes affecting salary are appropriately recorded and applied.
4. Gross pay is calculated correctly.
5. Correct details of statutory and voluntary deductions are applied.
6. Non-taxable items are appropriately treated.
7. Net pay is correctly calculated.
8. Errors are corrected and discrepancies identified and dealt with according to established policy.
9. Accurate pay details are compiled and recorded in a timely and systematic manner on the payroll register.
10. Records are up-to-date, accurate and properly filed.
11. Pay advice slips are prepared in the correct format within time specified.
12. Confidentiality and security of information is maintained at all times.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Rates of pay to include: - job rate, piece rate, time rates
2. Changes affecting salary to include: - advice regarding suspension, no pay leave, promotions, acting allowances
Range Statement Cont’d.

3. Calculation of gross pay to include: - basic pay, additions for overtime, shift, commission and other special payments

4. Statutory deductions to include: - Income Tax, NIS, NHT, Education Tax

5. Voluntary deductions to include: - trade union dues, health insurance payments, life insurance payments, pension, investment/savings remittances, loan repayments

6. Work processes: - manual processing, computerised processing

7. Errors and discrepancies: - to include application of incorrect rates, changes in salary not taken into account, transposition errors

8. Established policy to include: - accepted accounting practices, organisational procedures

9. Periodicity: - monthly, weekly, fortnightly, daily

10. Nature of work: - to include delegating, co-ordinating, researching, recording, compiling, calculating, scheduling, issuing instructions

11. Work activities include: - to research hourly rates
    - to check and record hours worked
    - to record salary changes
    - to calculate gross pay
    - to apply deductions
    - to treat non-taxable items
    - to calculate tax and net pay
    - to correct errors
    - to compile and record pay details
    - to maintain records
    - to prepare pay advice slips
    - to deliver payment information
    - to communicate payment information
    - to maintain confidentiality and security
Range Statement Cont’d.

12. Working knowledge of:
   - Jamaican law as it relates to rates of pay for work undertaken by categories of workers
   - procedures and policies which apply to government, private and non-governmental organisations.
   - audit requirements
   - Jamaican law as it relates to statutory deductions
   - the importance of thorough, scrupulous and efficient systems for conducting payroll payments

13. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early Childhood care, education and development

Function: EC17 Dealing with payments and other monetary transactions

Element: EC17.2 Make payroll payments

Performance Criteria

1. Method of payment is determined.
2. Authorisation is obtained from appropriate department/personnel for total payment of payroll.
3. Schedules are correctly completed and passed to the bank at the appropriate time.
4. Adequate arrangements are made with bank to facilitate payroll payments.
5. Receipt of payment acknowledged by signature is placed on payroll register.
6. Appropriate mode of communication or delivery is used for transmitting information regarding payments.
7. Queries concerning payments are dealt with promptly and effectively.
8. Unclaimed payments are dealt with according to procedures.
9. Errors and discrepancies are identified and dealt with correctly according to policy.
10. Security and confidentiality of information is maintained at all times.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Payments to include: - cash and cheque payments in local and foreign currency
2. Adequate arrangements to include: - obtaining cash in adequate amounts and appropriate denominations, ensuring availability of funds to offset payroll cheques to be tendered
Range Statement Cont’d.

3. Proper authorisation to include: - vetting and signing cheques

4. Employees to include: - childcare workers, secretarial and ancillary

5. Mode of communication to include: - communication with bank by fax, telex, telephone, memorandum, letter

6. Method of delivery of information to include: - by bearer, by post, by courier service

7. Queries to include: - queries from individual employees, from bank, from trade unions

8. Nature of queries to include: - queries which are technical and highly confidential in nature

9. Errors and discrepancies to include: - changes in salary not taken into account, transposition errors, incorrect calculation of salary

10. Policy to include: - accepted accounting practices, organisational procedures

11. Nature of work to include: - delegating, co-ordinating, researching, recording, compiling, calculating, scheduling, issuing instructions

12. Work activities include: - to determine payment method
- to obtain authorisation for payroll
- to complete schedules
- to make arrangements with bank
- to arrange receipt of payment
- to communicate information regarding payment
- to deal with payment queries
- to deal with unclaimed payments
- to deal with errors
- to maintain security and confidentiality

13. Working knowledge of: - proper arrangements for making payments through the bank
- policy regarding financial conduct and procedures for the setting
- security risks in making, delivering and receiving payment
Range Statement Cont’d.

14. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

- the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC17 Dealing with payments and other monetary transactions

Element: EC17.3 Prepare tax returns

Performance Criteria

1. All statutory and voluntary deductions are carefully checked and totalled according to categories.
2. Accuracy of information is verified.
3. Data is prepared in the appropriate format for submission.
4. Returns are submitted (internally) in a timely manner in accordance with stipulated deadlines.
5. Authorisation for payment is obtained.
6. Amounts entered on cheques and cheque stubs correspond with amounts on statements.
7. Cheques are properly authorised and signed in accordance with established policy.
8. Returns are filed with the relevant local and overseas institutions within the time stipulated.
9. Appropriate method of payment is selected.
10. Appropriate method of delivery is used for filing returns.
11. Appropriate mode of communication is used for transmitting information.
12. Queries concerning returns are dealt with efficiently and effectively.
13. Security and confidentiality of information is maintained at all times.
Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Statutory deductions to include: - Income Tax, NIS contributions, NHT contributions, Education Tax

2. Voluntary deductions to include: - remittances for insurance, credit union, mortgages, loans

3. Method of payment to include: - company cheques, manager's cheques, personal cheques, wire transfers

4. Types of currency: - local currency, overseas currency

5. Method of delivery to include: - by courier, post, bearer, wire

6. Time stipulated to include: - by company policy, by statutory requirement

7. Mode of communication to include: - fax, telex, telephone

8. Work activities include; - to check statutory and voluntary deductions
  - to verify accuracy of information
  - to prepare data for submission
  - to submit returns
  - to obtain authorisation for payment
  - to enter amounts of payment on cheques and check stubs
  - to authorise cheques
  - to file returns
  - to select payment method
  - to transmit information
  - to deal with queries
  - to maintain security and confidentiality

9. Working knowledge of: - Jamaican law as it relates to tax and statutory deductions
  - policies and procedures of the setting regarding taxation procedures for staff
Range Statement Cont’d.

10. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC17 Dealing with payments and other monetary transactions

Element: EC17.4 Receive and account for payments

Performance Criteria

1. Supporting documents are checked to substantiate payments.
2. Payment due is calculated according to terms stated on supporting document.
3. Cheques are thoroughly examined for correctness and acceptability.
4. Authorisation is obtained for acceptance of checks, in accordance with the policy of the setting.
5. Cash is carefully counted and verified.
6. Receipt is accurately prepared for monies received.
7. Cash, cheques and financial instruments are kept securely.
8. Security procedures are implemented.
9. Payments are processed promptly.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Receipts to include: handwritten receipts, receipts generated by computer
2. Supporting documents to include: contract, more complex invoices
3. Correctness and acceptability to include: black listed status, fraudulent status
4. Authorisation to include: from accounts dept, bank
Range Statement Cont’d.

5. Work activities include: 
   - to check supporting documents
   - to calculate payment due
   - to examine cheques
   - to obtain authorisation for cheques
   - to count cash
   - to prepare receipts for monies
   - to keep cash, cheques and financial instruments
   - to implement security procedures
   - to process payments

6. Working knowledge of: 
   - methods of keeping records of income and expenditure
   - the worker’s role in relation to the policies and procedures of the setting concerning authorisation of expenditure and flexibility about families' payment

7. Demonstrate: 
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC17 Dealing with payments and other monetary transactions

Element: EC17.5 Prepare and maintain cash summary

Performance Criteria

1. Payments are accurately balanced and verified against receipts issued.
2. Relevant information is accurately recorded in the appropriate format.
3. All entries are legible and clear.
4. Entries are made promptly.
5. Cash summary is correctly totalled and balanced at the end of each period.
6. Cash summary and supporting documents are carefully filed in accordance with policy of the setting.
7. Security and confidentiality procedures are implemented.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Payments to include: - cash, cheque and credit card payments
2. Relevant information to include: - details of payment, collections, petty cash disbursements
3. Supporting documents: - invoices for parents’ fees; bills for services and supplies
4. Work activities include: - to balance payments
- to record information
- to make entries
- to compile cash summary
- to file cash summary
- to implement security and confidentiality procedures
Range Statement Cont’d.

5. Working knowledge of: - the worker’s role and responsibility in relation to policies and procedures of the setting concerning the compiling of cash summaries

6. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
- the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early Childhood care, education and development

Function: EC17 Dealing with payments and other monetary transactions

Element: EC17.6 Conduct routine banking transactions

Performance Criteria

1. Banking documents are correctly completed.
2. All calculations are correct.
3. All discrepancies and errors are reported promptly.
4. Accounts are properly monitored and payments are made in a timely manner.
5. Relevant advice and requests are sent to the bank in a timely manner.
6. Adequate banking supplies are available for office use.
7. Deposits and withdrawals are handled and accounted for in the proper manner, according to procedures.
8. Adequate arrangements are in place for special banking facilities, as necessary.
9. Banking facilities are used in accordance with prescribed regulations.
10. Records are up to date, legible and accurate.
11. Proper safety and security practices are implemented.
12. Confidentiality procedures are implemented.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Banking documents to include: - cheques, deposit slips, counterfoils, direct debit forms, standing order forms
2. Accounts to include: - checking account, credit card account
Range Statement Cont’d.

3. Advice/requests to include: - urgent advice such as stop orders on cheques; requests for manager’s cheques

4. Special banking facilities to include: - night safe facilities, safety vaults, temporary custody

5. Safety and security practices to include: - mode of transporting cash, financial instruments/documents to and from the bank, methods of packaging financial instruments/documents (e.g. cash pan, deposit bags, briefcases), timing of bank visits

6. Confidentiality to include: - use of private facilities in carrying out duties, handling sensitive information

7. Work role to include: - assigning transportation responsibility to other staff members/external personnel, undertaking transportation personally

8. Work activities include: - to complete banking documents
    - to calculate
    - to report errors
    - to monitor accounts
    - to forward advice to bank
    - to make banking supplies available
    - to make deposits and withdrawals
    - to operate special banking facilities where necessary
    - to use banking facilities
    - to compile records
    - to implement safely and security practices
    - to implement confidentiality procedures

9. Working knowledge of: - bank procedures and regulations for an account holder
    - safety security and confidentiality systems in operation at the bank
    - procedures within the setting for designation and number of authorised signatories
    - audit requirements in respect of banking transactions
Range Statement Cont’d.

10. Demonstrate: the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

- the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC17 Dealing with payments and other monetary transactions

Element: EC17.7 Maintain cash book

Performance Criteria

1. Appropriate cash book format is selected to meet accounting needs.
2. Entries are made in the appropriate columns.
3. Figures entered correspond with source documents.
4. Date, cheque numbers and other particulars are accurately entered.
5. All entries are legible and clear.
6. Entries are made promptly.
7. Cash book is correctly totalled and balanced at the end of each period.
8. All corrections are done according to proper accounting practices.
9. Source documents are carefully filed in accordance with policy of the setting and legal requirements.
10. Security and confidentiality procedures are implemented and maintained.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of cash book to include:
   - two column, four column, six column cash book
2. Work activities include:
   - to select cash book
   - to make entries
   - to total cash book
   - to make corrections
   - to file source documents
   - to maintain security and confidentiality
Range Statement Contd.

3. Working knowledge of:
   - audit requirements in respect of maintaining cash records
   - role and responsibility of worker for maintaining cash records

4. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC17 Dealing with payments and other monetary transactions

Element: EC17.8 Prepare bank reconciliation statement

Performance Criteria

1. Thorough comparative checks are carried out on bank records and records of the setting, and appropriate notations made.
2. Outstanding/unreconciled items are accurately recorded.
3. Adjustments are made to records of the setting in accordance with proper accounting procedures.
4. Revised balances are accurately computed.
5. Discrepancies are noted, investigated and/or reported to the appropriate person.
6. Security and confidentiality procedures are implemented and maintained.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Comparative checks to include: - comparison between cancelled check amounts and information on statement, comparison between deposit slips and information on statement
2. Records of the setting to include: - cash book
3. Notations: - to indicate reconciled/unreconciled items
4. Adjustments to include: - addition/subtraction of bank charges, interest, outstanding checks, outstanding deposits
5. Discrepancies to include: - transposition errors, application of incorrect rate of interest, differences between words and figures on checks, incorrect bank charge

Range Statement Cont’d.
6. **Appropriate person to include:**
   - accountant for the setting, bank personnel, internal auditor

7. **Security and confidentiality to include:**
   - restricted access to information, safe-keeping of documents

8. **Work activities include:**
   - to carry out comparative checks
   - to reconcile items
   - to adjust records
   - to compute revised balances
   - to report/investigate discrepancies
   - to maintain security and confidentiality

9. **Working knowledge of:**
   - audit requirements in respect of preparation of bank reconciliation statements
   - financial accounting requirements of funders or sponsors of the setting
   - familiarity with accounting procedures adopted by the setting

10. **Demonstrate:**
    - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
    - the capacity to motivate staff

**Key Role:** Providing the resources and experiences to enhance and facilitate early Childhood care, education and development

**Function:** EC17. Dealing with payments and other monetary transactions
Element: EC17.9  Administer float and petty cash systems

Performance Criteria

1. Records of transactions are accurate and supported by correctly authorised documentation.

2. Security and safety procedures for handling cash are correctly followed.

3. Float and petty cash records are accurately balanced.

4. Discrepancies are identified and dealt with in accordance with given guidelines.

5. Confidentiality procedures are always followed.

6. All payment requests are checked for accuracy and authorisation.

7. Appropriate work attitude is displayed at all times.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Transactions: - cash withdrawals from main cash accounts, petty cash disbursements, payments in and out

2. Authorised documentation: - petty cash vouchers

3. Records of transaction: - the use of an impress system, details of payments in and out, GCT and other charges, petty cash records, defining expenditure heads

4. Work activities include: - to record transactions
- to follow security and safety procedures
- to balance float and petty cash records
- to deal with discrepancies
- to follow confidentiality procedures
- to check payment requests
- to display work attitude

Range Statement Cont’d.

5. Working knowledge of: - financial accounting requirements of funders or sponsors of the setting
- importance of obtaining receipts for purchases made with petty cash
6. **Demonstrate:**

- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

- the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early Childhood care, education and development

Function: EC17 Dealing with payments and other monetary transactions

Element: EC17.10 Monitor and update accounts

Performance Criteria

1. Details for the identification of individual accounts are correctly and accurately entered on relevant documentation.
2. Entries are accurately applied to correct accounts.
3. Calculation of account balances is accurately computed.
4. Accounts are monitored in accordance with policy and procedures of the setting.
5. Inaccurate entries to accounts are amended in accordance with procedures of the setting.
6. Deposits and prepayments are accurately accounted for.
7. Accounts that exceed credit limits are dealt with in accordance with policies and procedures of the setting.
8. Appropriate action is taken to deal with unexpected situations.
9. Appropriate work attitude is displayed at all times.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Details for the identification of accounts: names, addresses, telephone numbers
2. Monitoring and updating of accounts in relation to: ensuring credit limits are not exceeded, disbursing and recording petty cash, receive and record payments and issue receipts, keeping the accounts in line with pre-payments, deposits and contractual arrangement, processing payments, dealing with accounts receivable and account payable
3. Entries: credits, debits
4. Accounts: creditors, debtors (persons who supply products or services to the property, persons who use the services of the property on a credit basis)

5. Accounting systems: manual, semi-automated, automated

6. Work attitudes: attend to details, observant, display good deportment, exhibit good work habits, display good deportment, protect interest of employer, sensitive to others, maintain team spirit, cooperative

7. Work activities include: to enter details identifying individual accounts - to apply entries to accounts - to compute accounts balances - to monitor accounts - to amend inaccurate entries - to account for deposits and pre-payments - to deal with accounts that exceed credit limits - take action to deal with unexpected situations - to display work attitude

8. Working knowledge of: petty cash system including disbursing and authorisation procedures - financial calculations - effective oral and written communication skills - documentation used in organisation - operation of credit card imprinters - foreign currency exchange - completion of cheques and counterfoils - reconciliation of invoices, credit notes and statement - allowable discounts - audit requirements

9. Demonstrate: the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential - the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC.17 Dealing with payments and other monetary transactions

Element: EC17.11 Deal with and account for cash transactions

Performance Criteria

1. Details of money received or paid out are recorded promptly, accurately, legibly and in the format and degree of detail required by the procedures of the setting.

2. Receipts are issued for monies received for purchases made on all practicable occasions.

3. Monies received are kept securely for handing to the authorised person.

4. Cash is banked promptly on receipt by the appropriate person.

5. Payments are made only as authorised according to the procedures of the setting.

6. Flexibility about payments made by families is exercised only as agreed on within the policies of the setting.

7. Any difficulty experienced in collecting payments due is notified promptly to the appropriate person.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Methods of payment: - cash; cheque

2. Types of payments: - weekly; monthly; annual; regular; occasional

3. Methods of recording: - within specific headings; across headings

4. Work activities include: - to record cash transactions.

   - to issue and obtain receipts.

   - to receive and keep monies.

   - to bank monies.

   - to make payments.

   - to exercise flexibility regarding payments by families.

   - to notify appropriate person regarding difficulties encountered in collecting payments.

Range Statement Cont’d.

5. Working knowledge of: - the importance of separating monies held as income and as payments
- methods of keeping records of income and expenditure.
- the worker’s role in relation to the policies and procedures of the setting concerning:
  i) authorisation of expenditure
  ii) flexibility about families’ payments

6. Demonstrate:
- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
- the capacity to motivate staff

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC.17 Performing administrative functions for an early childhood service

Element: EC17.12 Implement a budget
Performance Criteria

1. Information received about budgets is shared with colleagues affected by expenditure limits.

2. Discretion exercised over expenditure with budgets is consistent with making the operation of the provision as effective as possible and consistent with the policies of the setting.

3. Expenditure is monitored regularly and accurately against budgets.

4. The appropriate person is notified when agreed budget limits are approached.

Range Statement

1. Information: - changes in authorised limits; revision of budget; impending shortfall in projected income; cost saving initiatives

2. Types of budgets: - weekly; monthly; annual, budgets planned by management, own estimate on given projects

3. Monitoring expenditure: - include maintaining accumulative record of daily purchases against budget; calculating balances, calculating variances, determining cause of variances

4. Work activities include: - to share information regarding budgets.
- to exercise discretion over expenditure with budgets
- to monitor expenditure against budgets.
- to notify appropriate person regarding budget limits
Range Statement Cont’d.

5. Working knowledge of:
   - recording expenditure against budget limits.
   - principle of calculating variances.
   - determining cause of variance
   - importance of record keeping
   - significance of budgeting and implications for the viability of an entity
   - principles of budgeting.

6. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early Childhood care, education and development

Function: EC18 Contributing to the development of self and other staff

Element: EC 18.1 Develop self within the job role

Performance Criteria

1. Current competence and potential areas for development are identified.
2. Strengths and weaknesses are identified accurately.
3. Ensure that the identification of strengths and weaknesses is based on appropriate evidence
4. Objectives set are achievable, realistic, challenging and non-discriminatory.
5. Realistic amounts of time and resources necessary to achieve set objectives are identified.
6. Progress and performance in achieving set objectives are regularly reviewed.
7. Feedback is used to enhance future development and to establish targets.

Range Statement

Competent performance of the criteria must be demonstrated in the following:-

1. Current competence and potential areas for development are identified through reference to: - Occupational Standards, other models used by the organisation

2. Self-development methods: - reading, seminars, mentoring, visits

3. Development takes place during: - normal work time, off duty time, training exercises.

4. Evidence: - programme plans, supervision records, evaluations and assessments undertaken, child development records
Range Statement Cont’d.

5. Work activities include: - to identify current competence and potential areas for development
   - to set objectives
   - to identify time and resources necessary
   - to review progress and performance
   - to use feedback

6. Working knowledge of: - professional development areas in early childhood, care and education
   - potential for self development in supervisory, administrative, organisational and managerial capacities
   - range of skills and vocational attributes that can assist performance
   - rights and responsibility of the worker in respect of self development

7. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC18 Contributing to the development of self and others

Element: EC 18.2 Plan, implement and evaluate staff training

Performance Criteria

1. Appropriate learning environment is identified, prepared and used.

2. Appropriate consultation with staff, assessment of demand and identification of needs are undertaken.

3. Training objectives are arrived at with worker and management input.

4. Appropriate training resources and materials are used to aid the learning process.

5. Demonstrations of activity/task are supported by clear, accurate and complete descriptions of methods used and related knowledge.

6. Training is provided at the time and speed appropriate to the needs of individuals and of the setting.

7. Individuals are given constructive feedback on their progress.

8. Individual’s feedback on training process is ascertained.

9. Evaluations are completed and correctly interpreted, and appropriate action is taken.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Training situations: - one to one, groups

2. Learning environment: - off the job, on the job

3. Training strategies: - use of objectives; communication skills; motivational skills

4. Training resources: - workbook, user manual, video, appropriate personnel, flip charts, audio cassettes, computer.
Range Statement Cont’d.

5. Feedback: - covers satisfactory and unsatisfactory progress; (written questionnaire, report, test, oral)

6. Forms of evaluation: - observation, written or oral tests, skill, assessment role play

7. Training topics: - induction; product specifications; task specifications; skill development.

8. Work activities include: - to identify, prepare and use the learning environment
- to undertake needs analyses
- to use training resources and materials
- to demonstrate activities and tasks
- to provide training
- to give constructive feedback
- to ascertain individual’s feedback
- to complete evaluations

9. Working knowledge of: - training resources and materials available
- principles of task analysis
- learning needs of the individual
- how people learn and the barriers to learning
- learning methods
- documentation required
- communication skills
- the access to up to date knowledge and understanding needed for the setting
- the importance of creating an atmosphere conducive to understanding and participation

10. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
- the capacity to motivate staff

Key Role: Providing the resources and experiences to enhance and facilitate early Childhood care, education and development
Function: EC18. Contributing to the development of self and others

Element: EC 18.3 Assess staff achievement and provide feedback

Performance Criteria

1. Assessment process is organised and communicated to the relevant personnel.
2. Assessments are carried out according to specific competence and knowledge requirements.
3. Assessment records are complete, accurate and available for verification.
4. Staff being assessed is given effective feedback on their performance according to the result of the assessment decisions.
5. Staff are encouraged and assisted to evaluate their own performance, make appropriate suggestions for improvement, and set targets.
6. Additional evidence of competence and knowledge requirements is identified and arrangements are made to carry out necessary assessments.
7. Any necessary re-assessments are organised and carried out in an agreed time period.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Assessments carried out as organisational and vocational a result of: qualification
2. Assessment methods: observations; related knowledge questioning dependent on competence requirements.
3. Records: written, computerised, progress records, vocational assessment documents
4. Feedback: identify strengths and weaknesses
Range Statement Cont’d.

5. Effective feedback: - clear, concise: using appropriate language; measured against known standards; provided at an appropriate time and place.

6. Staff: - within area of responsibility.

7. Type of work: - new and routine; various degrees of complexity.

8. Work activities include: - to organise assessment process - to communicate to relevant personnel - to carry out assessments - to complete assessments records - to give feedback to staff - to encourage and assist staff - to evaluate their own performance - to identify additional requirements for assessment - to organise re-assessments

9. Working knowledge of: - assessment procedures and methods involved - what constitutes competence - how to complete documentation - principles of coaching and counselling - organisation’s policy regarding re-assessment - records required - knowledge required by different levels of staff - the policies for staff appraisal and the procedures for supervision which are used to assess staff achievement - the importance of providing feedback which is positive and creative - the need to create an atmosphere in which the process of criticism is seen as useful and beneficial to improving work performance.

10. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential - the capacity to motivate staff

Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development.
Function EC19 Planning, implementing and using information and communication systems.

Element: EC19.1 Provide information

Performance Criteria

1. Systems and procedures for internal flow between administration and staff are used effectively.

2. Information from parents and specialist agencies is processed and presented in appropriate formats.

3. Times, dates and deadlines are observed at all times.

4. Confidentiality is maintained at all times.

5. Appropriate work attitude is displayed at all times.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Information sources: - individuals, parents, specialists, children, staff

2. Information: - daily reports, updates, verbal comments, financial records, accident reports

3. Systems and procedures: - reports on children, logbook, notes to parents

4. Format: - notices, memos, log books, diaries, notes

5. Work activities include: - to use systems and procedures for internal information flow
- to process information from parents and agencies
- to observe times, dates, deadlines
- to maintain confidentiality
- to display work attitude
Range Statement Cont’d.

6. Working knowledge of:
   - the importance of maintaining a flow of information between staff and administration
   - the importance of providing accurate information to parents
   - the rights of parents to receive accurate information regarding their children

7. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC19. Planning, implementing and using information and communication systems

Element: EC19.2 Communicate information verbally

Performance Criteria

1. Callers/visitors are correctly identified, and responded to promptly and courteously.
2. Tact and poise are exercised in dealing with difficult and unusual situations.
3. Courtesy and politeness are displayed at all times.
4. Appropriate facial expressions and body language cues are exhibited to complement speech.
5. Appropriate tone/manner is used in communication.
6. Correct diction and grammar are used at all times.
7. Voice is properly modulated for the occasion.
8. Correct forms of addresses and titles are used at all times.
9. Information which is communicated is clear and confirmed to be understood.
10. Messages are recorded accurately, uncertainties clarified and messages passed to correct location promptly.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Communication: - with superiors, peers, subordinates, clients /customers, general public
2. Difficult and unusual situations: - dealing with irate parents/guardians, averting confrontation between certain parties, emergencies
3. Methods of communication: - telephone calls, face to face; meetings
4. Callers: - parents, general public; family members; specialists
Range Statement Cont’d.

5. Work activities include:
   - to identify callers
   - to respond to callers
   - to exercise tact and poise
   - to display courtesy and politeness
   - to exhibit facial expressions and body language cues
   - to use tone and manner in communication
   - to use diction and grammar
   - to modulate voice
   - to use forms of address and title
   - to communicate information
   - to record messages
   - to pass messages

6. Working knowledge of:
   - the importance of good communication in organisational development
   - the need to ensure that parents and staff are communicating
   - the dependence of early childhood settings on verbal communication
   - the importance of body language as a medium for conveying ‘hidden’ messages

7. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff

Key Role: Providing the resources and experiences to enhance and facilitate early Childhood care, education and development
Function: EC 19  Planning, implementing and using information and communication systems

Element: EC19.3  Deal with written communication

Performance Criteria

1. Written communication is collected and sorted in accordance with procedures of the setting.
2. Written communication is distributed to the correct person or locations.
3. Written communication is dealt with in accordance with procedures of the setting.
4. Written communication is secured against unauthorised access.
5. Suspicious items and parcels are reported in accordance with procedures of the setting.
6. Work is planned and time is appropriately allocated to deal with written communication on a daily basis.
7. Appropriate action is taken to deal with unexpected situations arising from receipt of written communications.

Range Statement

Competent performance of the criteria must be demonstrated in the following:-

1. Written communication to include:
   - letters, parcels, (registered or courier delivered post),
   - messages, fax or telex, notes

2. Communication for:
   - parents and staff who can and cannot be contacted

3. Source of communication includes:
   - staff, parents, specialist agencies, government officials

4. Work activities to include:
   - to collect and sort written communication
   - to distribute written communication
   - to deal with written communication
   - to secure written communication
   - to report suspicious items
   - to deal with unexpected situations
Range Statement Cont’d.

5. Working knowledge of:

- the importance of providing accurate, sensitive and full responses
- the need to ensure confidentiality and security of written communications
- the need for organisational arrangements to provide swift responses

6. Demonstrate:

- the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
- the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC19 Planning, implementing and using information and communication systems

Element: EC19.4 Compose correspondence

Performance Criteria

1. Supporting documents are accurately referenced.
2. The format/style of the communication conforms to organisational house-style and/or accepted conventions.
3. Correspondence is proof-read and/or edited before final presentation.
4. Language is clear and conveys precise information.
5. The tone of the communication is appropriate for the purpose.
6. Information is presented accurately and in a logical manner.
7. The communication reflects the style of the signatory.
8. Written communications are prepared within specified deadlines.
9. Appropriate stationery is used.
10. Security and confidentiality procedures are maintained.

Range Statement

Competence performance of the criteria must be demonstrated with the following:

1. Target groups to include: parents, government officials, committee members, managers, supervisors, line staff, general public, suppliers
2. Types of written communications to include: formal letters, invitations, special letters/memoranda, highly confidential communication, formal meeting documents, letters to parents
Range Statement Cont’d.

3. Supporting documents - reports on children; progress reports to funders; committee reports; annual reports; reports to specialists

4. Tone to include: - placatory, demanding, cooperative, formal, reassuring

5. Activities: - composing/constructing, researching

6. Security and confidentiality: - in respect of the protection of material being worked on

7. Work activities include: - to reference supporting documents - to use style of the setting - to proof read correspondence - to use tone in communication - to present information - to reflect the style of the signatory - to prepare written communications - to use stationery - to maintain security and confidentiality

8. Working knowledge of: - the impression of the setting that an orderly, logical, and clearly written letter can give to the recipient - the importance of clarity and precision in letter writing - the importance of demystified language in conveying information about children to their parents

9. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential - the capacity to motivate staff

Key Role: Providing the resources and experiences to enhance and facilitate early Childhood care, education and development
Function: EC19. Planning, implementing and using information and communication systems

Element: EC19.5 Develop records management system

Performance Criteria

1. The recording of information about children and their families fulfils the requirements of the registering or licensing authority.

2. Information about children and their families is recorded accurately and legibly, and is kept up-to-date.

3. Access to records is restricted to comply with boundaries of confidentiality negotiated with parents according to the policies of the setting.

4. Information about children and families is passed only to entitled or authorised personnel.

5. Information recorded is appropriate and sufficient for use in emergency.

6. General records management needs are correctly identified.

7. Record management policies and guidelines are formulated.

8. Appropriate records retention programme is put in place, to include classification, filing and storage methods.

9. Adequate provisions are made for the safety, security and confidentiality of records.

10. Evaluation of records management system is carried out to determine efficiency and effectiveness.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Types of records: - attendance; accident/incident; records about children and families

2. Information about families to include: - children's full names, addresses and dates of birth, health and immunisation records, parent's contact phone numbers, information on special needs/family circumstances

Range Statement Cont'd.

3. Needs: - volume of records; physical space
4. **Classification system**  
   to include: alphabetic, numeric, geographic

5. **Media of storage to include:**  
   - electronic, manual, mechanical

6. **Method of filing to include:**  
   - centralised, departmental/decentralised, combination of both

7. **Filing arrangements to include:**  
   - vertical, lateral, horizontal, circular

8. **Policies, procedures and guidelines to include:**  
   - those relating to orientation to the system, maintenance procedures, authorisation and access, transfer, retention, destruction

9. **Work activities include:**  
   - to record information about families and children  
   - to restrict access to records  
   - to provide information  
   - to identify general records management needs  
   - to formulate records management policies and guidelines  
   - to set up records retention programme  
   - to provide for safety, security and confidentiality of records  
   - to evaluate records management system

10. **Working knowledge of:**  
    - methods of keeping records  
    - the requirements of the registering or licensing authority for records  
    - the policies of the setting concerning confidentiality  
    - information needed in emergency  
    - records management systems and the importance of them for clarity and organisational effectiveness  
    - how to evaluate the effectiveness of the records management system
Range Statement Cont’d.

11. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential

- the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early Childhood care, education and development

Function: EC20 Maintaining and controlling stock

Element: EC20.1 Monitor stock levels

Performance Criteria

1. Stock level is monitored at agreed intervals.
2. Information about stock levels and usage are recorded accurately as required.
3. Information about the need for replenishment is recorded and passed to the appropriate person according to the procedures of the setting.
4. Storage arrangements comply with the health and safety requirements of the setting.
5. Storage arrangements are suitable for the nature of the stock.
6. Stock is monitored for hygiene, deterioration and contamination, and any adjustments needed are reported to the appropriate person.
7. The arrangement of stock in storage maximises ease of access for users and allows for older stock to be used in advance of new stock.

Range Statement

1. Type of stock: materials for use by children; cleaning materials; stationery
2. Work activities include: to monitor stock levels according to timetable.
   - to record information regarding stock in the required format.
   - to record need for replenishment and to advise supervisor.
   - to implement arrangements for storage according to safety guidelines
   - to ensure stock is stored in conditions appropriate for maintenance
   - to monitor stock for hygiene, deterioration and contamination and to report concerns
   - to implement arrangements for access to stock
Range Statement Cont’d.

3. Working knowledge of:
   - how to record stock
   - the procedures of the setting for dealing with shortfalls in materials
   - health and safety requirements for storage and use of materials
   - materials which may deteriorate or become contaminated and how to prevent or delay this
   - the importance of observing “first in first out” in stock control

4. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early childhood care, education and development

Function: EC20 Maintaining and controlling stock

Element: EC20.2 Maintain inventory records

Performance Criteria

1. Office equipment, furniture and children's materials/equipment is accurately listed.
2. Inventory record is completed for each item of furniture and equipment according to procedures.
3. Serial number and location of equipment are verified.
4. Inventory is accurately updated with newly purchased items.
5. Items disposed of are deleted from inventory records with appropriate notation.
6. Inventory is periodically reviewed and verified with appropriate staff in the setting.
7. Records are up-to-date, accurate and legible.
8. Safe working practices are implemented.
9. Security procedures are implemented and maintained.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Inventory record to include: serial number, date purchased, purchase price, information about maintenance contract, description of equipment and furniture
2. Appropriate notation to include: date and basis of disposal (e.g. resale, donation)
3. Appropriate personnel to include: users of equipment and furniture, persons responsible for equipment and furniture
4. Records to include: manual and computerised records
Range statement Cont’d.

5. Work activities include:
   - to list office equipment, furniture and children’s materials/equipment
   - to complete inventory
   - to verify serial numbers and location of equipment
   - to update inventory
   - to delete items from inventory
   - to review inventory
   - to maintain records
   - to implement safe working practices
   - to implement security procedures

6. Working knowledge of:
   - the range of safe working practices
   - the importance of security procedures
   - the importance of systematic and thorough attention to organisational detail
   - the need for regular review, monitoring and consistent maintenance of inventory
   - methods of producing an inventory
   - organisational and procedural requirements of the setting as they relate to the inventory and insurance

7. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff
Key Role: Providing the resources and experiences to enhance and facilitate early Childhood care, education and development

Function: EC20 Maintaining and controlling stock

Element: EC20.3 Prepare cost justifications

Performance Criteria

1. Need for office furniture/equipment/children's materials/equipment is accurately identified.
2. Budget information is reviewed and approval for purchase is obtained.
3. Availability of appropriate furniture/equipment/children's materials/equipment is researched.
4. Advantages and disadvantages of items under consideration are identified.
5. Compatibility with current stocks and supplies is assessed and documented.
6. Cost justification of options is prepared in a clear and logical fashion.
7. Cost justification includes all pertinent and accurate information to facilitate decision making.
8. Cost justification is submitted for approval in a timely manner.
9. Confidentiality is maintained.

Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Research to include: review of literature, visits to installation with similar equipment/furniture/children's materials/equipment meeting with vendor representatives
2. Pertinent information to include: price, savings related to increased output and reduced turnaround time, ease of use, quality, cost of training for effective use of equipment, warranties, maintenance requirements
Range Statement Contd.

3. Acquisition options to include: - leasing, renting, cash purchase, credit purchase

4. Work activities include:
   - to identify needs
   - to review budget information
   - to research availability
   - to consider advantages and disadvantages
   - to assess and document compatibility
   - to prepare cost justification
   - to submit cost justification
   - to maintain confidentiality

5. Working knowledge of:
   - curriculum guidelines for the equipment and materials required for children from birth to six years
   - range of products and prices available locally which can meet the requirements of curriculum guidelines
   - the need to justify use of imported equipment where local manufacturers cannot/do not provide standard/range of children's equipment and materials
   - how locally produced furniture and equipment can meet the needs of the setting
   - how costs of imported products, or those purchased abroad, compare favourably with those purchased locally
   - importance of planning within budgets for anticipated costs

6. Demonstrate:
   - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children's developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff
**Key Role:** Providing the resources and experiences to enhance and facilitate early childhood care, education and development

**Function:** EC20 Maintaining and controlling stock

**Element:** EC20.4 Purchase goods and services

**Performance Criteria**

1. Requirements for purchase of equipment, materials and supplies are monitored at regular intervals and recorded accurately according to the procedures of the setting.

2. Details of suppliers of relevant equipment and materials are accurately identified, and up-to-date details of prices or quotations obtained as required by the procedures of the setting.

3. Sources of relevant equipment available on loan are accurately identified and utilised as far as practicable, consistent with the policies of the setting.

4. Decisions or recommendations to purchase are consistent with agreed policies for the setting and within the constraints of budgetary allocation.

5. The procedures of the setting for selecting, ordering and purchasing materials and equipment are adhered to.

6. Orders placed with suppliers are accurate and legible.

7. Ordered goods are checked against relevant documentation immediately on delivery, and discrepancies are queried promptly.

8. Non-delivery of any order is followed up promptly with the supplier, or the appropriate person is alerted.

9. Inventories of equipment are amended promptly and accurately on the acquisition or disposal of equipment.

10. Materials are marked clearly and stored safely as soon as possible after delivery.
Range Statement

Competent performance of the criteria must be demonstrated in the following:

1. Requirements for purchases: - procedure of setting for reordering, purchasing on cash and credit basis

2. Types of equipment/materials: - new; replacement; perishable materials, durable

3. Work activities include - to monitor requirements for purchasing
   - to maintain list of supplies
   - to identify loan arrangements
   - to procedures of the setting for purchasing
   - to place orders with suppliers
   - to check purchases on delivery
   - to take action regarding non-delivery of purchases
   - to maintain inventories
   - to mark and store supplies

4. Working knowledge of: - the procedures of the setting concerning ordering/hiring equipment and materials
   - suitable suppliers of relevant equipment and materials
   - how to record stock levels
   - how to maintain simple inventories of equipment
   - suitable and safe methods of storing different types of materials

5. Demonstrate: - the capacity to communicate respect, love and warmth directly to children; the ability to show consideration for the feelings, desires and interests of children; knowledge of individual children’s developmental stages so that activities are developmentally appropriate; the capacity to convey to children both acceptance of and interest in their culture, family and community; knowledge of the rights of children to equal opportunities to develop to their fullest potential
   - the capacity to motivate staff
APPENDIX
GLOSSARY OF TERMS

Key Purpose

A functional definition of the entire occupational sector (or industry) stated in outcome terms. It should be capable of describing the occupational sector, organisations which operate within the sector, key groups or departments in organisations as well as the expectations of individuals.

Key Roles

The major roles of the industry necessary to fulfil its Key Purpose. They describe the principal components of work and are generally associated with group activities.

Functions

The major activities of an individual's work. Combinations of functions can make up employable skills and can lead to a vocational qualification.

Elements

Statements which describe what has to be done for a Function to be carried out. They are essentially activities or tasks in which competence has to be demonstrated.

Performance Criteria

These indicate the basis for assessing whether a person can carry out the activities described in the element.

Range Statements

These are descriptions of the context and conditions that apply to the assessment of the competencies defined by the Functions, Elements and Performance Criteria.