


ECVET for geographical mobility

Praktische Erzieherausbildung im Lernfeld Europa, BBS Ritterplan, Göttingen

Name of the Unit:	Training Placement in Early Years Education and Care		
Reference to the qualification:	Early Years Professional		
Area of work tasks: < context of the task >	Early Childhood Education	EQF-level: 5	DQR-level: 6
Description of the Unit: < brief overview of the steps, required to fulfill the task > Work-based learning of Early Years' trainees within a mobility of 7 weeks to complete a range of practical skills/competences as indicated in the list			
Knowledge			
He/she knows about <ul style="list-style-type: none"> • the requirements of the workplace; • the main milestones in cognitive development of children from birth to seven years; • the role of speech, language and communication; • the importance of the physical development of children; • the main milestones in personal, social and emotional development of children 	Skills He/she is able to: <ul style="list-style-type: none"> • meet the demands of every day challenge; • plan a learning experience which supports the development of sustained shared thinking in children; • implement opportunities which support the development of speech, language and communication of children; • plan an opportunity which promotes the physical development of children; • describe the benefits to children's holistic learning and development when 		
Competence			
He/she is able to: <ul style="list-style-type: none"> • select information and use it to improve his/her planning and working; • lead a learning experience which supports the development of sustained shared thinking in children; • lead an activity which supports the development of speech, language and communication; • lead an activity which supports the physical development of children; • reflect on own role in relation to the provision for promoting the physical development of children in own setting; • critically evaluate the provision for the personal, social and emotional 			

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<p>from birth to 5 years;</p> <ul style="list-style-type: none"> • the importance of healthy eating; • the needs of children in own setting in relation to emotional well-being; • the purpose of using information, advice and support to promote equality, diversity and inclusion; • the importance of being able to plan play opportunities with children; • the role of enabling play environments to support children's behaviour and socialisation; • the importance of identifying and meeting the additional needs of children; 	<p>promoting personal, social and emotional development;</p> <ul style="list-style-type: none"> • plan and implement an activity to support healthy eating in own setting; • work with children in a way that: <ul style="list-style-type: none"> • supports independence, • builds resilience, • builds confidence, • supports self-reliance, • equips children to protect themselves, • builds relationship between children; • values them and meets their individual needs; • create a plan which includes a balance of child-initiated and adult-led play opportunities for physical, creative, imaginative, sensory and heuristic play; • lead a planned play opportunity in own setting; • model positive behaviour; • plan an environment which supports children's socialisation and group learning indoors and outdoors; • work in partnership with others to provide activities to meet children's additional needs; 	<p>environment of children in own setting;</p> <ul style="list-style-type: none"> • make recommendations for healthy eating in own setting; • lead an activity to promote emotional well-being in own setting; • analyse the benefits of supporting equality, diversity and inclusive practice; • evaluate the impact of own attitude, values and behaviour when supporting equality, diversity and inclusive practice; • support children's participation in a planned play opportunity; • evaluate how a planned play opportunity meets the play, learning and developmental needs of children; • analyse own role in relation to planned play opportunities; • critically evaluate enabling play environments in own setting; • reflect on own practice in meeting children's additional needs;
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<ul style="list-style-type: none"> the use of observation, assessment and planning to promote the development of children from birth to five years; the role of maintaining accurate and coherent records with organisational requirements; attitude to work and monitoring; 	<ul style="list-style-type: none"> observe an individual child and a group of children; explain confidentially in relation to record keeping and reporting; show willingness to act upon advice ; respect and tolerate judgements of others; show initiative and willingness to take part in extra activities; be well-organised, reliable and punctual; 	<ul style="list-style-type: none"> reflect on outcomes of observations carried out in own setting in relation to an individual child and a group of children; discuss children's progress with a key person and colleagues; work with others to plan next steps in relation to the needs, stages of development and interests of an individual child and a group of children; keep and share confidential information in line with organisational procedures; improve his/her work by evaluating it and learning from the effective practice of others and from evidence; give immediate and constructive feedback to support children as they learn; take increasingly responsibility for his/her own professional development;
<p>Additional information: Based on Reflective Professional Practice, Foundation Degree in Early Years, level 5 and 6, (Module Handbook) University of the West of England, Department of Education, Bristol, September 2014</p>		
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«Служба безопасности»

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