

**Summer Independent Learning (SIL)**

**Year 11 – 12**

**T – Level in Early Years and Education**

<b>Subject/Group</b>	<b>T level Education and Early Years</b>
<b>Topics</b>	<b>Roles within the industry and current legislation/theory</b>
<b>Timescale</b>	<b>8 hours + reading</b>
<b>To be completed by</b>	<b>This work must be completed and handed in to your subject teacher on the first day of term</b>

**WORKING IN INDUSTRY**

**TASK 1: JOB PROFILES**

To support with preparation for Element 1, you must produce 13 Job profile fact files; one for each professional listed below:

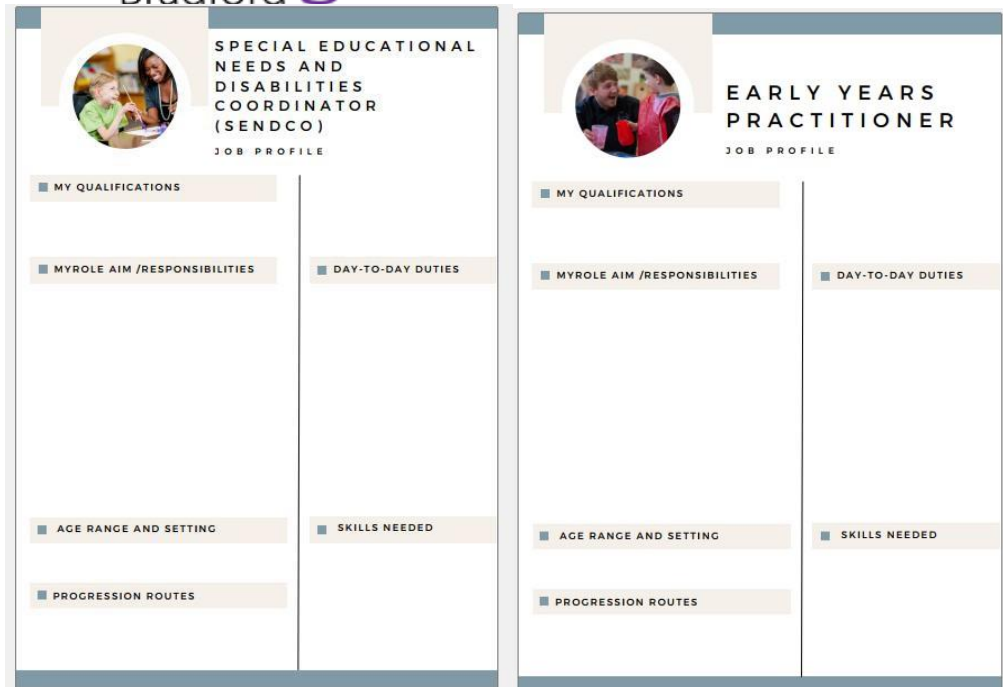
**General Roles:** *Early Years Practitioner, Early Years Educator, Room Leader, Teaching Assistant, Teacher/lecturer and Head Teacher.*

**Specialist Roles:** *Special Educational Needs and Disabilities Coordinator (SENDSCO), Designated Safeguarding Lead (DSL), Mental Health Lead, Mentor/Pastoral Support, Physical Activity and Nutrition Coordinator (PANCO), Counsellor and Careers Advisor.*

In each Job profile fact file you must include the following information:

- Qualifications needed for their role (My qualifications)
- Where they work
- Roles and responsibilities (My role aim/responsibilities)
- Day to day Duties
- Age range and setting
- Skills needed
- Progression routes

Please present your 'Job profile Fact files' on A4 paper. One Role per A4 page please. Please follow the same layout for each role. You have an example below if you wish to follow that layout.



The image shows two job profile fact sheets side-by-side. The left sheet is for a 'SPECIAL EDUCATIONAL NEEDS AND DISABILITIES COORDINATOR (SENDCO)' and the right sheet is for an 'EARLY YEARS PRACTITIONER'. Both sheets have a header with a circular photo placeholder and the job title. Below the header, there are six sections: 'MY QUALIFICATIONS', 'MYROLE AIM /RESPONSIBILITIES', 'DAY-TO-DAY DUTIES', 'AGE RANCE AND SETTING', 'SKILLS NEEDED', and 'PROGRESSION ROUTES'. Each section is represented by a light blue box with a small square icon and the section name in all caps.

When all these documents are completed, they will make a 'Job profile fact sheet'

Remember to **reference** your work correctly.

<https://www.mybib.com/tools/harvard-referencing-generator>

## **TASK 2: Current Legislation and Theory**

### **A - Current theoretical and pedagogical approaches applied in education and the evidence that underpins them.**

Education is an area where new ideas frequently emerge about how best to support children and young people to learn. Theories and ideas about teaching and learning are often influenced by developments in other areas including psychology, philosophy, computer science and neuroscience.

In some cases, ideas about teaching and learning emerge that are only relevant to certain age groups. Within this qualification the focus is on the five theoretical and pedagogical approaches below;

Using your own research complete the table below on the five theoretical approaches, you must include a summary of each theory named in the end column, you can choose how to present your work.

1	<b>Behaviourism</b>	Learning is the result of external stimuli rather than a cognitive approach. Consequences of responses can strengthen or lessen. Teachers are more likely to direct instructions.	<input type="checkbox"/> PAVLOV'S DOGS
2	<b>Cognitive Constructivism</b>	Learning builds on what students already know and can do. Knowledge is actively constructed through a process of discovery. Learning follows a sequence of stages.	<input type="checkbox"/> PIAGET
3	<b>Social Constructivism</b>	Learning is a social process between teachers and peers. Students understanding and knowledge of the world is based on the quality with others. The learning environment, the home environment, culture and society can influence the quality of interactions.	<input type="checkbox"/> CATHY NUTBROWN'S THREADS OF THINKING
4	<b>Connectivism</b>	Believe that we learn when we make connections, or "links," between various "nodes" of information, and we continue to make and maintain connections to form knowledge.	<input type="checkbox"/> DOWNES' MODERNISED LEARNING DELIVERY STRATEGIES
5	<b>Humanism</b>	The teacher's role is to facilitate rather than deliver learning. Learning should be personalised to each individual student students. In education and early years, it means getting to know the children or young people and ensuring the planning and learning is individual to each person e.g., making sure different learning styles/preferences are considered and making sure there are opportunities for students to participate and reach their potential through their way of learning.	<input type="checkbox"/> BRONFENBRENNER' S ECOLOGICAL SYSTEM

**Questions:**

1. Which approach involves learners mainly using technology for learning?
2. Piaget's four stages of Development is an example of which pedagogical approach?
3. Which approach considers social interactions important in learning.
4. Which of the 5 ecological systems from BRONFENBRENNER'S ECOLOGICAL SYSTEM theory do you believe has the biggest impact on a child's development and why?
5. Explain what is meant by cognitive constructivism.
6. Which theory focuses on the role of social interactions in guiding learning?
7. For each of the theories in the table above, to what extent is learning likely to be highly structured by adults or chosen by children and young people.

## **B - Safeguarding, Health and Safety and Wellbeing**

An important aspect of the practitioner role is to know and understand how to safeguard children and young people. You will need to know about legislation and guidelines for safeguarding their welfare and how the early years settings policies reflect these. You should know about the factors that may indicate a child or young person may be at risk from abuse or harm, and how abuse may affect their development and behaviour. You should finally know what action to take if you have concerns about a child's or young person's wellbeing.

- Find a definition for the following key terms that link to safeguarding, health and safety and wellbeing
  - Safeguarding
  - DBS check
  - SEND (or SEN)
  - Education, Health and Care plan (EHCP)

**Table 1: legal requirements and guidance.** Complete your own research on the legislation below, summarise the purpose and requirements of each legislation. There is an example completed for you.

Legislation	Purpose	Requirements
Health and Safety at Work Act 1974		
Children Act 2004		
Female Genital Mutilation (FGM) Act 2003		

Safeguarding Vulnerable Groups Act 2006		
Children and Families Act (Part 3: Children and young people with special educational needs (SEN) and disabilities) 2014		
Counter Terrorism and Security Act 2015	This act places a duty on specified authorities to consider the need to prevent people from being drawn into terrorism.	You will need to know and understand the Prevent Duty Guidance 2021 which is based on this legislation. This will influence your responsibilities under your organisations safeguarding policy.
Data Protection Act 2018		

**Questions:**

1. Which legislation aims to improve services for vulnerable children and sets out the requirements for an Education, Health and Care Plan?
2. How does the Data Protection Act 2018 impact on how organisations store information?
3. Which Act was introduced to ensure that relevant authorities act to protect children and young people from being drawn into terrorism?
4. Which Act places a statutory duty on organisations to carry out suitability checks on all staff?
5. What is the difference between the Data Protection Act 2018 and GDPR?

Remember to **reference** your work correctly.

<https://www.mybib.com/tools/harvard-referencing-generator>

### **TASK 3: Literacy and Reading**

How often do you read a book for pleasure?

What stops you from choosing to read a book?

Did you read as a child?

Reading as a young child is extremely valuable. It supports the love of books to develop, encouraging and supporting independence, confidence and knowledge in the early years. Not forgetting the development of Communication, language and literacy skills.

Please read this article to support your understanding on why reading is paramount for young children's learning and development.

<https://childmind.org/article/why-is-it-important-to-read-to-your-child/#:~:text=The%20benefits%20of%20reading%20to,parents%20and%20children%20to%20connect.>

Over the summer, we would like you to find a child's book (for a child aged 0-5 years). You need to practice reading this book. So, you are confident in reading this book yourself and know the story line with ease. This book is one you are likely to take into placement and read, so you need to practice reading this at least once a week out loud at home. Imagine you are reading it to one child, then a small group of children. Consider how you would hold the book so the child/children could see the pictures.

You can borrow books from your local library, for free, once you have registered. You can also buy books from charities shops, often for under a pound.

<https://www.wakefield.gov.uk/libraries-and-local-history/your-local-library/>

<https://www.barnsley.gov.uk/services/libraries/>

### **SIL Checklist**

Have you:

- Produced a Job profile fact file for each of the 13 roles?
- Summarised each theory in the table
- Completed the legislation outlines and requirements.
- Referenced your work correctly?
- Chosen a child's book and read this book until you are confident in doing so.

**If you have difficulty in accessing IT resources to produce this work, you may complete it by hand, making sure you write clearly and neatly.**

**Make sure you have put your name on all sheets of paper.**