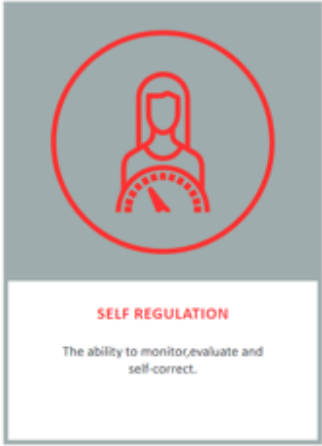


How to be a World Class Child Development Specialist

Develop your skills through deliberate practice



Students know:

- What to do in assessment tasks
- How to write an effective written response
- How their work will be assessed/graded

Students take action:

- Re-drafting formative assessment work using feedback from teachers
- Revising key concepts
- Applying learning to new questions/case studies

Students are able to explain:

- Changes they have made
- What resources/sources of information they have used
- What they are doing differently to prepare

Students achieve:

- Consistent grades across components/units
- Higher-level criteria

In lessons:

Students *examine a range of examples or sources of information*
They engage in *Turn and Talk activities* to share their findings and give their viewpoint
They play an *active part in class discussions* – they contribute answers and ask questions of others
They start some lessons by presenting information about alternative perspectives to discuss as a class (*flipped learning*).

At home:

Students read around their subject, they *use social media and websites* to explore practice in early years settings, and they *watch programmes* connected to key concepts
Further reading is evidenced in their work at Level 3, using Harvard referencing



Students **explain their thinking:**

They are able to give reasons for their answer
They may support their answer with evidence.
They could use evidence to justify their view
They may evaluate the views of others.
They could construct a clear argument based on a wide range of evidence and viewpoints.

Students **understand what BTEC command words are asking them to do**, and respond correctly to this

Students **confidently articulate a response** to the different exam questions presented in their exams/external assessments.

Students **use resources and practice tasks to independently produce some extended writing** in response to a set assignment brief

In lessons:

Students *sort, match and categorise* to make connections at the start of lessons
They can confidently retrieve information from previous lessons, and apply it to new learning in this lesson
They *engage in sustained shared thinking*, sharing their thoughts with others and extending on initial answers
They *analyse case studies* and *evaluate practice*, drawing on a range of different factors/approaches

In Assessment Tasks:

Students apply what they have learned in formative tasks to summative assessments
They make *use of writing frames and checklists* provided to independently produce work which meets all criteria
They can *explain command words in exam questions*, and respond effectively to these























Emergent social
cognitive
communication/language
fine motor

True or False?

Expected Development for a 3 Year old

There are 12 milestones for expected development for a 3 year old

DO IT NOW!

 Runs forwards and backwards <i>True</i>	 Recognises and names primary colours <i>False</i>	 Hand preference is established for most tasks <i>True</i>	 Completes simple puzzles <i>True</i>	 Show clear friendship preferences <i>False</i>
 Will comfort other child <i>True</i>	 Walks upstairs with alternate feet <i>True</i>	 Skips with a rope <i>False</i>	 Rides a tricycle <i>True</i>	 Starting to take turns and share <i>True</i>
 Copes with separation from someone they know <i>False</i>	 Enjoys books and turns pages <i>True</i>	 Writes own name <i>False</i>	 Speech is clear <i>True</i>	 Negotiates with others <i>False</i>
 Understands the difference between past and present <i>True</i>	 Draws a person with head, trunk and legs <i>True</i>	 Uses tripod grasp <i>True</i>	 Counts accurately up to 10 <i>False</i>	 Throws a large ball <i>Active True</i>

Can you identify which area of development each milestone shows?

children should ~~start~~ **begin** between 3-years and begin to use **multiple** ~~hand~~ **hands**

[illegible][illegible]

Theorist: Vygotsky		
Key Words	Notes	Images
<ul style="list-style-type: none"> • Zone of actual development • Zone of proximal development • Scaffolding 	<ul style="list-style-type: none"> • Zone of actual development - what a child can do independently • Zone of proximal development - what a child can do with a bit of adult help • Scaffolding - explaining to a child how to do something by: modeling, explaining, simplifying instructions, breaking tasks down and showing 	

Self-test: Create two exam style questions below to answer

State what is meant by the zone of proximal development?

- What a child can do with a bit of adult help

Explain the importance of adult interaction for children?

- Children will pick up new skills and language
- If they needed help in something the adult would be able to scaffold the child to bring them to their zone of actual development

Summarise the theory proposed by this theorist

- Vygotsky believed that social interaction is crucial. He trusted that learning is an active process. He proposed 2 ideas: the zone of actual development which is what a child can do independently, the zone of proximal development which is what a child can do with a bit of adult help and scaffolding which is explaining to a child how to do something by: modeling, explaining, simplifying instructions, breaking tasks down and showing

The diagram is a Venn diagram with three overlapping circles representing different psychological theories or models:

- Ainsworth:**
 - Disorganized/disoriented parent
 - Independent/withdrawn child
 - Microsystem
 - Parenting styles
 - Avoidant
 - Medium-term
 - Immediate environment
 - Insecure/avoidant
 - Ongoing, dependent and distressed child
 - Protest, Despair, Detachment
 - Connections between others
 - Insecure/resistant
 - Microsystem
 - Disrupting child
 - Positive and kind child
 - Chronic period
 - Influences in the wider society
 - Cooldown and equity sought child
- Bowlby:**
 - The child's attachment to their parents
 - Sensitive and responsive parent
 - Timing of events and interactions
 - Insecure/avoidant
 - Ongoing, dependent and distressed child
 - Protest, Despair, Detachment
 - Connections between others
 - Insecure/resistant
 - Microsystem
 - Disrupting child
 - Positive and kind child
 - Chronic period
 - Influences in the wider society
 - Cooldown and equity sought child
- Bronfenbrenner:**
 - Abusive parent
 - Inconsistent parent
 - Immediate family
 - Angry and confused child
 - Extrovert
 - Secure
 - Unloved and rejected child
 - Events that happen around the child

Reggio Emilia's

- The Reggio Emilia approach is an educational philosophy focusing on preschool and primary education. It was created after WWII by a teacher in Reggio Emilia, Italy, which is where the approach gets its name. After the war, educators and families believed that children needed new ways of learning, to cultivate young minds as an investment in the future. The Reggio Emilia approach was developed to help children learn in this new framework.
- Using a self-guided curriculum, children are allowed to express themselves in different ways as they develop their personality. Activities such as painting, drawing, sculpting, and drama are encouraged, as these are all seen as "languages" children use. By allowing children to engage in meaningful learning experiences, the Reggio Emilia approach helps to instill a love of learning, enhances early education and prepares children for the transition into school.



**KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY**

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Students are focused and organised

- They make good attempts at all tasks set
- They use resources provided in lessons, and signposted on TEAMS
- They follow recommended structures to ensure that work meets criteria in full
- They meet all Key Deadlines set
- They use feedback to make changes to their work
- They apply feedback to future work
- They ask questions to clarify expectations regarding their work

Students are positive in their approach to learning

- They play an active part in lessons
- They look forward to lessons
- They like to be challenged
- They see new learning as an opportunity
- They make independent attempts at all criteria
- They correct errors in their work and extend on first drafts
- They are proactive in finding resources to support their learning
- They proofread their work thoroughly to correct any errors ahead of submitting for assessment
- They confidently explain tasks to others
- They are able to direct a peer to resources which support their learning



Students use opportunities to facilitate their learning

- They complete all formative assessment tasks
- They ask questions about their assessed work
- They can articulate clearly their own viewpoint
- They can respectfully give their opinion
- They play an active part in class discussions, and Turn and Talk activities
- They are confident at working collaboratively with others
- They demonstrate leadership skills
- They are able to explain what they have done well
- They are able to explain what they need to improve
- They are able to explain how they can improve
- They are aware of barriers to their learning and where possible, take steps to remove distractions to their learning



Students understand that every lesson counts!

- They have excellent attendance
- When students return to school from illness, they take active steps to catch up on work missed
- They are consistent in their effort in lessons
- They are consistent in completing independent work
- They are able to work independently
- They are able to articulate the sequence of learning
- They are able to explain the criteria they are working towards and how they can achieve it
- They are able to explain how to achieve full marks in an exam question



High
Performance
Learning



How to be a World Class Child Development Specialist

Develop your skills through deliberate practice

My teacher easily breaks down the coursework giving us more time to understand each part of the component. PowerPoints, class notes/whiteboards and word documents filled with information are put on TEAMS to help with the extended writing parts we are completing. Noting down impacts on development using the GPILES acronym, different case studies and video clips all help me to understand key concepts/information as well as turn and talk activities where lots of ideas are shared across the classroom. I feel quite successful in this subject as I can easily understand the concepts and key information and can reciprocate that pretty well across all my work, allowing me to get distinction on my first assignment.

Syeda, Year 10

If you do not understand the work, you can put up your hand and the teacher will come and explain it properly. The PowerPoints and sentence starters help me to complete extended writing tasks. I feel 7 out of 10 successful.

Arifah, Year 10

My teacher breaks down the different criteria so that we can understand them better and she helps us by giving us sentence starters and telling us how to layout our coursework. She puts the PowerPoints that we do in lessons on TEAMS along with the sentence starters. She gets us to note down the impacts of all the different topics and she makes us discuss the impacts with our peers. I think I am quite successful in this subject because I get my coursework done on time and I understand the concepts of the different topics.

Ifza, Year 10

My teacher assists me in succeeding by scaffolding the topics, which means that she repeats, models, and provides examples. She has high expectations, but they are not impossible to meet, and she praises me. She sets out rules for us to follow, and she explains them to us from the beginning. During the first five minutes of class, my teacher does an opening activity. She changes her teaching tactics in order for students to grasp concepts more easily. My teacher thinks that we can obtain outstanding grades, and she encourages us to try again and work harder when we miss the mark. My teacher is a lot of fun and energetic, which makes it easy for me to ask for help when I need it.

My teacher is very reliable; if she says she'll do something, she does it; if she makes rules, she doesn't add to them; she follows them. When it comes to putting the next lesson's power point on Teams, my teacher is always on top of things. My teacher offers us study resources that are relevant to our studies. She is aware of my strengths and weaknesses, allowing her to help in the scaffolding of my learning.

Hannah, Year 12

My teacher helps us by giving lots of information, she makes the lessons fun and interactive. she asks questions without making you feel belittled. She gives us lots of positive feedback in class. Writing notes helps me to understand key concepts/information, but also discussing the concept in a more simple context. I feel I am quite successful mainly because of having such a great teacher that motivates us to do the work.

Aleena, Year 12

My teacher teaches us the work, explains it, and we have discussions in class and tasks to complete to show our understanding of the work. Resources on TEAMS such as help sheets, links, and many different policies and frameworks that relate to our work help me to complete extended writing tasks. Lessons where we have discussions with one another and share ideas initiates different ways to apply them ideas to our work, and helps me to understand key concepts/information. I feel a lot more confident in this subject than the beginning of this year and enjoy it.

Khadijah, Year 12

My teacher helps me to succeed as lessons are well structured and clear instructions are given for tasks given. Presentations from the lessons and useful links are provided on TEAMS to help me complete extended writing tasks. Doing presentations and providing tasks for further reading help me to understand key concepts/information. I feel somewhat successful in this subject

Hafizah, Year 13

My teacher helps me by explaining what is required in each aspect of the coursework to meet the criteria. Resources such as further reading and other resources shown in lesson (articles .etc) is provided on teams to help support us with our coursework and exams. Recalling theorists and what we have done in the previous lesson helps me understand better. I feel I am quite successful as I am completing coursework and lesson tasks

Samira, Year 13



High
Performance
Learning

