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| **SCHOOL OF – HEALTH, SOCIAL AND CHILDCARE**  **SCHEME OF WORK 2012-2013** | | | | | |  |
| **COURSE: ACDCCE L3 YR 1 UNIT: 5**  **TUTOR: Tania Davies DAY/TIME:9-11 Friday**  **Room: AA115** | | | | | |  |
| **WEEKS** | **TOPICS** | **CONTENT** | **TEACHING & LEARNING ACTIVITIES** | **RESOURCES** | **ASSESSMENT** | **Links to Essential and Wider skills** |
| 1-10th Sept | Identify the diverse family forms in society today  Discuss how diversity of family forms can influence practice | The family – Diversity of family forms  Power point and discussion on family diversity and how this can affect practice |  | Handout and task sheet  Interactive whiteboard | Illustrate the type of family form you have grown up in | C2.2 – Read and summarise information |
| 2-17th Sept | Describe culture  Identify factors that influence a person’s cultural identity i.e. race, ethnicity, religion | Definition of culture power point on social group membership Student task looking at stereotyping and identifying own social group membership  Cultural diversity in society – Discussion |  | Handout and task sheet  Interactive whiteboard | Think about in groups how settings can adapt their routines and plans to accommodate cultural diversity | C1.1 – Discussion 1-1 and group |
| 3-24th Sept | Discuss how to maintain professional relationships with children and adults | The importance of maintaining professional relationships with children and families Power point  Discuss factors that influence the development of professional relationships with children and adults  Human Rights – Policies and procedures that help us to work effectively with adults | Discussion on Human Rights Act | Handout and task sheet  Interactive whiteboard  Whiteboard and pens | Group work – Case studies –Discuss the factors influencing the development of professional relationships with children and adults and how to address these professionally | C1.1 – Discussion 1-1 and group  C2.1 Discussion |
| 4-1st October | Discuss how to maintain professional relationships with children | Interacting with children – Identifying how to interact with children in a professional way. How interacting with children affects their development and well being  ‘Child centred v’s adult led’  National Convention on the Rights of the Child | Lecture  Debate and group discussion  Power point presentation on children’s rights | Handout and task sheet  Interactive whiteboard  Whiteboard and pens | Task sheet for assignment – Analyse a range of issues which contribute to maintaining professional relationships with children  Group discussion and **homework task** on violation of children’s rights across the world | C2.2 – Read and summarise information |
| 8th October | Describe principles and practices underpinning work with young children | Independence in learning – The value of active learning Power point and discussion  Risk and challenge and the need to allow time and space to investigate  The benefits of outdoor learning environments | Lecture discussion  Power point and discussion on outdoor learning | Interactive whiteboard Power point slides handout | Observe how your setting promotes active learning | C2.1 Discussion |
| 6-15th October | Discuss how to maintain professional relationships within the multi disciplinary team  Identify what constitutes a multi-disciplinary team | Power point – What is a multi-disciplinary team?  Interacting within a multi-disciplinary team – Identifying how to interact in a professional way. How interacting within the team supports the early years worker within the role and supports the well being of the child and family  Building trusting relationships within a multi-disciplinary team | Lecture  Whiteboard and pens | Handout and task sheet  Interactive whiteboard | Task sheet for assignment – Analyse a range of issues which contribute to maintaining professional relationships with children and adults and how to address this professionally | C2.2 – Read and summarise information |
| 7-22nd October | Describe the advantages and disadvantages of working in teams | Handout and whiteboard and pens  Brainstorming shared ideas on the advantages and disadvantages of working in teams  Overview of task 1- brainstorming ideas for this task | Lecture  Whole group discussion  Small group work  Group presentation  Whole class discussion on task | Handout and task sheet  Interactive whiteboard  Whiteboard and pens | Task sheet for assignment – Discuss the key factors influencing the development of professional relationships with parents | C2.2 – Read and summarise information |
| 8- 29th October | **HALF TERM** |  |  |  |  |  |
| 9-5TH November | Discuss theories of team building  Describe legislative practice surrounding multi-disciplinary teamwork – The 1989 & 2004 Children Act | Power point and handout on theories of team building  Discussion on the benefits of teamwork in relation to current legislation | Lecture  Student task – Research how the Children Act 1989 & 2004 promotes team working | Interactive whiteboard | **Task 1 Submitted for marking** | C2.1 Discussion |
| 10-12th November | Discuss how to maintain professional relationships with parents  Identify legislation surrounding working with parents | Interacting with parents – Identifying how to interact with parents in a professional way. How interacting with parents affects their child’s development and well being  Building trusting relationships with parents. Parenting styles and how this affects relationships  The legislation surrounding working with parents | Lecture  Handout and task sheet  Case studies | Interactive whiteboard  Whiteboard and pens | Task sheet for assignment – Analyse a range of issues which contribute to maintaining professional relationships with parents  **Homework task** – research what the 2004 Children Act say’s about working with parents as partners | C2.2 – Read and summarise information |
| 11-19th November | Describe the Codes of Practice that underpin your work | Research activity – In groups look at the Codes of Good Practice that underpin working in the different fields of childcare |  |  | Research:   * Key principles underpinning the Foundation Phase * CACHE value statement | C2.2 – Read and summarise information |
| 12-26th November | Assignment support | Use of library to work on |  |  |  |  |  |
| 1-3rd December | Assignment support |  |  |  |  |  |
| 14-10th December | Discuss the skills needed to become a reflective practitioner | Reflection and how this supports practice  Case studies and discussion to demonstrate how to reflect on own practice | Handouts |  |  |  |
| 15-17th December | Discuss the skills needed to become a reflective practitioner | The reflective cycle and reflection. Using own practice to use this strategy as a tool for reflecting | Interactive whiteboard Power point slides handout lecture discussion |  | Using the tools of reflection to fill in placement diaries | C2.2 – Read and summarise information |
| 16-24th December | **Christmas Hols** |  |  |  |  |  |
| 17-31st December | **Christmas Hols** |  |  |  |  |  |
| 18 -7th January | Discuss the skills needed to become a reflective practitioner | Problem solving  Cycle. Using examples of case studies to demonstrate the use of this strategy  Discuss the importance of problem solving for young children  Power point on the wonders of fairy tales and how they help children problem solve | Interactive whiteboard Power point slides handout lecture discussion |  | Assessment task -Describe the benefits of reflective practice within the setting | C2.2 – Read and summarise information  C2.1 Discussion |
| 19-14th January | Discuss the skills needed to become a reflective practitioner | SMART targets and SWOT analysis  Tools for reflection and setting targets  Student activity where they set targets for their learning using the above strategies | Interactive whiteboard Power point slides handout lecture discussion |  | Assessment task: - Evaluate the importance of reflective practice for improving own performance  Describe two strategies for improving own learning and performance | C2.2 – Read and summarise information |
| 20-21st January | Discuss responsibility and accountability in the workplace | Job contracts – Contents of a contract and the legal implications of this.  Role of the employer and role of the employee | Interactive whiteboard Power point slides handout lecture discussion |  | Placement task: Discuss contractual arrangements in place within your setting  **Submit task 2** | C2.1 Discussion |
| 21-28th January | Discuss responsibility and accountability in the workplace | Grievance and complaints procedures  And the importance of communicating within the workplace  Team meetings | Interactive whiteboard Power point slides handout lecture discussion |  | Role play:  Team meeting to discuss the course to date | C2.1 Discussion |
| 22-4th February | Research recent initiatives and current research which relate to the provision of children | Discussion on some of the areas to base research:  Provision of play areas  Leisure activities  Support groups  Outdoor learning  Cotton wool children  Risk and challenge in play | Interactive whiteboard Power point slides handout lecture discussion |  | Choose a subject to carry out your research | C2.2 – Read and summarise information |
| 23-11th February | **Half Term** |  |  |  |  |  |
| 24- 18th February | Describe principles and practices underpinning work with young children | Educational approaches and theorists –Child centred or adult led approach to children’s education Power point and activity linked to scenario’s | lecture discussion | Interactive whiteboard Power point slides handout | Class based assessment – Summarise the main principles that underpin work with children | C2.2 – Read and summarise information |
| 25-25th February | Describe principles and practices underpinning work with young children | Valuing children and young people’s interests and experiences –Discuss strategies used to ensure we | Interactive whiteboard Power point slides handout lecture discussion |  | Class based assessment – Summarise the main principles that underpin work with children and analyse how they can support practice | C2.2 – Read and summarise information |
| 26-4th March |  |  |  |  |  |  |
| 27-11th March | Research recent initiatives and current research which relate to the provision of children | Internet research on one recent initiative and one piece of current research | Lap tops  Books and journals |  | Assignment work | C2.2 – Read and summarise information |
| 28 – 18th March | Research recent initiatives and current research which relate to the provision of children | Internet research on one recent initiative and one piece of current research | Lap tops  Books and journals |  | Assignment work  **Submit Task 3** | C2.2 – Read and summarise information |
| 29-25th March | **Easter Hols** |  |  |  |  |  |
| 30-1st April | **Easter Hols** |  |  |  |  |  |
| 31-8th April | **Easter Hols** |  |  |  |  |  |
| 32 -15th April | Research recent initiatives and current research which relate to the provision of children | Internet research on one recent initiative and one piece of current research | Student led learning opportunity | Lap tops  Books and journals | Assignment work | C2.2 – Read and summarise information |
| 33-22nd April | Research recent initiatives and current research which relate to the provision of children | Internet research on one recent initiative and one piece of current research | Student led learning opportunity | Lap tops  Books and journals | Assignment work | C2.2 – Read and summarise information |
| 34-29th April |  | Assignment work |  |  |  |  |
| 35- 6th May | **May Bank Holiday Monday** |  |  |  |  |  |
| 36 -13th May |  | Assignment work |  |  | **Submit whole assignment** |  |
| 37-20th May |  | Re cap unit objectives |  |  |  |  |
| 38-27th May | **Half Term** |  |  |  |  |  |
| 39-3rd June |  | Re cap unit objectives |  |  |  |  |
| 40 -10th June |  | Re cap unit objectives |  |  |  |  |
| 41 – 17th June |  | Re cap unit objectives |  |  |  |  |
| 42 -24th June |  | Re cap unit objectives |  |  |  |  |
| 43- 1st July | **Admin Week** |  |  |  |  |  |
| Notes: | | | | | |  |