

Level 2 Core/Mandatory Units

STL1 Provide support for learning activities

UNIT SUMMARY

Who is this unit for?

This unit is for those who support the teacher in providing learning activities.

What is this unit about?

This unit is about the support provided to the teacher and pupils to ensure effective teaching and learning. It involves agreeing with the teacher what you will do to support planned learning activities, providing the agreed support and giving feedback to the teacher about how well the activity went.

The learning activities may be for individual pupils, groups of pupils or the whole class. However your contribution to supporting the learning activities is likely to involve you working only with individuals or small groups. The learning activities may be delivered in the classroom or any setting where teaching and learning takes place such as field studies, educational visits, extended hours provision and study support arrangements.

This unit contains three elements:

- 1.1 Support the teacher in planning learning activities
- 1.2 Support the delivery of learning activities
- 1.3 Support the teacher in the evaluation of learning activities

Linked units

- STL6 Support literacy and numeracy activities
- STL8 Use information and communication technology to support pupils' learning
- STL1 1 Contribute to supporting bilingual/multilingual pupils
- STL18 Support pupils' learning activities
- STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher
- STL24 Contribute to the planning and evaluation of teaching and learning activities

Place in qualifications

This unit is a mandatory unit in the level 2 NVQ/SVQ in supporting teaching and learning in schools.

Origin of this unit

This unit is a revised version of unit 2-3 from the national occupational standards for teaching and classroom assistants (2001).



developing people, improving young lives

Glossary of terms used in this unit

Difficulties	potential barriers and hindrances to your providing the required support for the planned learning activities, such as inadequate time or the need for additional expertise and/or development
Feedback	providing the teacher with information about: <ul style="list-style-type: none"><input type="checkbox"/> the pupils' response to the learning activity<input type="checkbox"/> the materials used<input type="checkbox"/> your contribution to supporting the activity
Learning activities	the learning activities planned by the teacher for individual pupils, groups of pupils, or the whole class. The activities may relate to a single lesson or span several lessons, for example, as part of a topic, project or theme. They may be delivered in the classroom or any setting where teaching and learning takes place such as field studies, educational visits, extended hours provision and study support arrangements
Learning resources	materials, equipment (including ICT), software, books and other written materials (eg. handouts, worksheets), DVDs, etc. that are required to support teaching and learning
Planning	deciding with the teacher what you will do, when, how and with which pupils, to ensure that planned learning activities are implemented effectively. The plan may be recorded in writing by the teacher or yourself, or just agreed verbally between you

STL1 Provide support for learning activities

1.1 Support the teacher in planning learning activities

Performance criteria

You need to:

- P1 offer constructive and timely suggestions as to the support you can provide to a planned learning activity
- P2 identify and explain any difficulties you may have in providing the support needed
- P3 agree your role in implementing the learning activity
- P4 make sure you are adequately prepared for your contribution to the learning activity

1.2 Support the delivery of learning activities

Performance criteria

You need to:

- P1 provide support for the learning activity as agreed with the teacher
- P2 obtain and use the agreed learning resources
- P3 provide support as needed to enable pupils to follow instructions
- P4 make yourself available and easy for pupils to approach for support
- P5 use praise, commentary and assistance to encourage pupils to stay on task
- P6 monitor pupil response to the learning activities
- P7 provide support as needed to enable pupils to complete any follow-up tasks set by the teacher
- P8 promptly seek assistance if you experience difficulties in supporting the learning activity as planned

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1.3 Support the teacher in the evaluation of learning activities

Performance criteria

You need to:

- P1 offer constructive feedback on the learning activity in discussion with the teacher
- P2 identify and explain any difficulties you had in providing the support needed
- P3 share your feedback with the teacher at an appropriate time and place, and in a way that maintains effective working relationships
- P4 provide relevant information to contribute to the teacher's records and reports

STL1 Provide support for learning activities

Knowledge and understanding

You need to know and understand:

- K1 the relationship between your own role and the role of the teacher within the learning environment
- K2 your role and responsibilities for supporting pupils' learning and the implications of this for the sort of support you can provide
- K3 the school policies for inclusion and equality of opportunity, and the implication of these for how you work with pupils
- K4 your experience and expertise in relation to supporting learning activities and how this relates to the planned activities
- K5 the objectives of the learning activities to be supported
- K6 the importance of planning and evaluation of learning activities
- K7 the basic principles underlying child development and learning; the factors that promote effective learning; and the barriers to effective learning
- K8 strategies to use for supporting pupils' learning as individuals and in groups
- K9 school policy on the use of praise, assistance, rewards and sanctions
- K10 the sorts of problems that might occur when supporting learning activities and how to deal with these
- K11 the importance of working within the boundaries of your role and competence and when you should refer to others
- K12 how to give feedback in a constructive manner and in a way that ensures that working relationships are maintained

STL2 Support children's development (CCLD 203)

UNIT SUMMARY

Who is this unit for?

This unit is for those who work in a setting or service whose main purpose is to support the care, learning and development of children and young people in partnership with their families. The unit is suitable for those who assist in a setting, but do not normally have the final responsibility.

What is this unit about?

This unit is about the routine observation of children and young people's development in everyday work. It is a competence that requires knowledge and understanding of children and young people's development from 0 to 16 years and the ability to demonstrate competence with the children/young people you are working with. The competence covers observing children/young people, sharing observational findings, contributing to the implementation of activities to support development and contributing to planning to meet children and young people's needs.

This unit contains four elements:

- 2.1 Contribute to supporting children's physical development and skills
- 2.2 Contribute to supporting children's emotional and social development
- 2.3 Contribute to supporting children's communication and intellectual development
- 2.4 Contribute to planning to meet children's development needs

Linked units

STL9 Observe and report on pupil performance
STL10 Support children's play and learning
STL29 Observe and promote pupil performance and development

Place in qualifications

This unit is a mandatory unit in the level 2 NVQ/SVQ in supporting teaching and learning in schools.

It is also a mandatory unit in the level 2 NVQ/SVQ in children's care, learning and development.

Origin of this unit

This unit is taken from the national occupational standards in children's care, learning and development where it appears as CCLD 203.

This unit is underpinned by the principles and values for the national occupational standards in children's care learning and development.

STL2 Support children's development

Glossary of terms used in this unit

Children	children or young people you work with, except where otherwise indicated
Communication	verbal and non-verbal
Creative play	this is where children and young people develop and communicate their own ideas, using art, design and technology, making things, music, dance and movement, imaginative play. Children and young people can express their creativity in every area of learning
Development	children and young people gaining skills and competence
Developmental needs	what children and young people require to move forward in their development
Families	including parents (fathers and mothers) and carers, extended and chosen families who contribute significantly to the well-being of individual children and young people and who may or may not have legal responsibility
Emotional responses	children and young people's expressions of feelings
Growth	growing in height and weight
Formative assessment	initial and ongoing assessment
Inclusion	a process of identifying, understanding and breaking down barriers to participation and belonging
Learning	children and young people obtaining new knowledge and understanding about something or acquiring a new skill or changing behaviour as a result of experience
Mental health	the strength and well-being of our minds
Observing	take notice, use available senses to find out and learn more about children and young people's development
Pattern of development	usual rate and sequence of development
Rate of development	usual timeframe in which development takes place
Sequence of development	usual order in which development occurs
Stereotyping	making judgements based on unfair views that you already hold rather than looking at the individual
Summative assessment	assessment that summarises findings
Toilet training	sensitively supporting children who are gaining control over their bowel and bladder

STL2 Support children's development

2.1 Contribute to supporting children's physical development and skills

Performance criteria

You need to:

- P1 pay careful attention to children/young people, observing how they:
move around the setting and co-ordinate their movements
make use of space and large equipment
manipulate and use small equipment
- P2 make sure you share and record your findings accurately and in confidence, based on the requirements of your setting
- P3 implement activities to support physical development that are appropriate to the age, needs and abilities of the children/young people, to include:
a use of large muscles
b use of small (fine movement) muscles
c using hand/eye co-ordination
- P4 give children/young people time and opportunity to practise physical skills

2.2 Contribute to supporting children's emotional and social development

Performance criteria

You need to:

- P1 pay careful attention to children/young people, observing how they:
a express their feelings and emotions
b relate to each other and to adults
- P2 encourage children/young people's social development in play and everyday activities
- P3 support children/young people's positive behaviour, according to the procedures of the setting, giving praise and encouragement as appropriate according to the child/young person's age, needs and abilities
- P4 observe how confidently children/young people participate and make use of available opportunities to encourage children/young people's confidence and self-esteem
- P5 encourage children/young people to make choices and take decisions for themselves
- P6 provide a positive and encouraging environment
- P7 make sure you share and record your findings accurately and in confidence, based on the requirements of your setting

STL2 Support children's development

2.3 Contribute to supporting children's communication and intellectual development

Performance criteria

You need to:

- P1 pay careful attention to children/young people, observing how they:
- a use play and imagination
 - b concentrate on activities
 - c memorise things
 - d pay attention to what is around them
 - e gain new information
 - f show their creativity
- P2 implement activities that support intellectual development as appropriate to the age, needs and abilities of the children/young people
- P3 pay careful attention to children/young people, observing how they:
- a communicate verbally and non-verbally with adults and with each other
 - b use language, including speaking, listening, reading, writing
 - c respond and participate in language activities
- P4 implement activities to support communication that are appropriate to the age, needs and abilities of the children/young people
- P5 make sure you share and record your findings accurately and in confidence, based on the requirements of your setting

2.4 Contribute to planning to meet children's development needs

Performance criteria

You need to:

- P1 consider carefully what you have found out about children/young people through your observations and how your findings can help with assessment and planning for children/young people
- P2 participate in the assessment of children/young people's development
- P3 contribute ideas and suggestions to support planning

STL2 Support children's development

Knowledge and understanding

You need to know and understand:

- K1 the purpose of careful observation and noting what children/young people do and how they behave
- K2 the importance of checking your observations of children/young people with others
- K3 where to refer concerns you may have about children/young people's development
- K4 the importance of confidentiality, data protection and sharing information, according to the procedures of your setting
- K5 the role of play in development, ie. children and young people of all ages need to play in order to develop, learn and grow
- K6 the kinds of influences that affect children/young people's development, such as their background, health or environment
- K7 children and young people's development is holistic and each area is interconnected
- K8 that children and young people develop at widely different rates, but in broadly the same sequence
- K9 a basic outline of the expected pattern of children and young people's development. The pattern of development includes the order or sequence in which development takes place and the rate of development, to include:
- physical development
 - communication and intellectual development
 - social, emotional and behavioural development
- in each of the age groups:
- birth–3 years
 - 3–7 years
 - 7–12 years
 - 12–16 years

Select one of the following age ranges covering the age range you currently work with and provide knowledge evidence for the points listed

- K10 how to support children's development from birth to 3 years. You need to know why and how to:
- 1 provide a warm, safe, secure and encouraging environment in partnership with families
 - 2 make sure all the children you work with can take part equally, including those with disabilities and special educational needs
 - 3 develop a close and loving relationship with the child, including appropriate physical contact
 - 4 help the child cope with their feelings, positively encouraging emotional well-being
 - 5 support toilet training

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- 6 be supportive in your responses to children's behaviour, following the policies of your setting
 - 7 use everyday care routines and activities to support development
 - 8 provide hands-on activities allowing children to explore and manipulate materials
 - 9 identify activities and equipment to support children's play and early learning, including how these are used to best effect
 - 10 support children's early interest in numbers, counting, sorting and matching
 - 11 encourage children's creative play
 - 12 play with and alongside the child, sensitively supporting their play
 - 13 make sure children have quiet periods
 - 14 use different ways of communicating, including verbal and non-verbal, listening/watching, talking, pausing and turn taking in making sounds and 'conversations', making eye contact, singing, rhymes, and stories
 - 15 support children's early communication in bilingual or multilingual settings
 - 16 support children's early interest in reading and mark making
 - 17 contribute to an environment that supports children's physical skills and confidence in movement
- K1 1 how to support children's development from 3 to 7 years. You need to know why and how to:
- 1 provide a safe, secure and encouraging environment
 - 2 make sure all the children you work with can take part equally, including those with disabilities and special educational needs
 - 3 develop close and consistent relationships
 - 4 support children's emotional well-being, confidence and resilience
 - 5 be realistic, consistent and supportive in your responses to children's behaviour
 - 6 allow children to assess and take risks without over- or under-protecting them
 - 7 use appropriate activities, materials and experiences to support learning and development
 - 8 identify activities and equipment to support children's play, creativity and learning, including how these are used to best effect
 - 9 support children's interest in numbers, counting, sorting and matching
 - 10 play with and alongside the child, sensitively supporting their play
 - 11 use every opportunity to encourage children's communication and language development, such as talking, listening, making eye contact, singing, rhymes, and stories
 - 12 support children's communication in bilingual or multilingual settings
 - 13 support children's interest in reading, mark making and writing
 - 14 contribute to an environment that supports children's physical skills and confidence in movement

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K12 how to support children's development from 7 to 12 years. You need to know why and how to:

- 1 provide a safe and encouraging environment
- 2 make sure that all children you work with can take part equally, including those with disabilities and special educational needs
- 3 give meaningful praise and encouragement
- 4 support emotional well-being, confidence and resilience
- 5 be a listening ear when needed
- 6 stand back and allow children to assess, take risks and face challenges for themselves, according to their abilities, needs and stage of development
- 7 provide opportunities for exploration and different experiences
- 8 identify activities and equipment to support children's play, creativity and learning, including how these are used to best effect
- 9 use every opportunity to encourage children's communication, literacy and language development
- 10 contribute to an environment that supports children's physical skills and confidence in movement
- 11 recognise and acknowledge children's particular needs as they enter puberty

K13 how to support young people's development from 12 to 16 years. You need to know why and how to:

- 1 provide an encouraging and safe environment that recognises approaching adulthood
- 2 make sure that all young people you work with can take part equally, including those with disabilities and special educational needs
- 3 give meaningful praise and encouragement
- 4 support emotional well-being, confidence and resilience
- 5 support opportunities for children to assess and take risks and face challenges, according to their abilities, needs and stage of development
- 6 be a listening ear when needed
- 7 support young people's development and learning by encouraging exploration and different types of experience
- 8 encourage positive communication, being available to support, listen and encourage
- 9 encourage creativity
- 10 recognise and acknowledge children's particular needs as they go through puberty and adolescence and become adults
- 11 contribute to an environment that supports young people's physical skills and confidence in movement
- 12 provide information for young people, when requested, about things that concern them

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K14 support children/young people through transitions in their lives, for example:

a children aged 0 to 3 years coming into daycare, changing rooms, leaving parents

b children aged 3 to 7 years as they move between different settings and into school

c children aged 7 to 12 years as they move between different settings, such as moving to a new school

d young people aged 12 to 16 years for change, personal growth and moving on

STL3 Help to keep children safe (CCLD202)

UNIT SUMMARY

Who is this unit for?

This unit is for those who work in a setting or service whose main purpose is to support the care, learning and development of children and/or young people. The unit is suitable for you if you assist in a setting, but do not normally have the final responsibility. You will have day-to-day responsibility for maintaining a safe environment, contributing to the safety, safeguarding and protection of children/young people and ensuring risks and hazards are dealt with and reported promptly according to procedures.

What is this unit about?

This unit is about keeping children and young people safe during day-to-day work activities. The unit covers responding to accidents, emergencies and illness, and requires familiarity with and the ability to set in motion safety, safeguarding and welfare procedures, according to the policies and procedures of the setting.

This unit contains four elements:

- 3.1 Prepare and maintain a safe environment
- 3.2 Deal with accidents, emergencies and illness
- 3.3 Support the safeguarding of children from abuse
- 3.4 Encourage children's positive behaviour

Linked units

STL31 Prepare and maintain the learning environment

STL46 Work with young people to safeguard their welfare

STL59 Escort and supervise pupils on educational visits and out-of-school activities

Place in qualifications

This unit is a mandatory unit in the level 2 and level 3 NVQ/SVQ in supporting teaching and learning in schools.

It is also a mandatory unit in the level 2 NVQ/SVQ in children's care, learning and development.

Origin of this unit

This unit is taken from the national occupational standards in children's care, learning and development where it appears as unit CCLD 202.

This unit is underpinned by the principles and values for the national occupational standards in children's care learning and development.

S T L 3 H e l p t o k e e p c h i l d r e n s a f e

Glossary of terms used in this unit

Accidents	unforeseen events without apparent cause
Boundaries	limits
Children and young people	children and young people who you work with, except where otherwise stated
Environment	the place, setting or service where you work with children (can be outside the premises, if part of your work)
Hazards	something likely to cause harm
Manufacturer's instructions	information or instructions for use
Outings	visits outside the setting
Personal hygiene practices	keeping clean, eg. hand washing after using toilet, before food or cooking activity, cleaning teeth after meals
Procedures of setting	steps your setting says you must follow
Positive behaviour	behaviour that is welcomed and supports and affirms children
Qualified assistance	designated first aid officer or other designated person with responsibility for health and safety according to the circumstances
Risk	the seriousness of a hazard and its likelihood to cause harm
Safeguarding	includes protecting children from abuse and neglect alongside supporting their welfare
Waste	unwanted materials, soiled clothing, body fluids, dressings, cleaning cloths

STL3 Help to keep children safe

3.1 Prepare and maintain a safe environment

Performance criteria

You need to:

- P1 use equipment, furniture and materials safely, conforming to the manufacturers' instructions and setting requirements
- P2 check the environment, materials and equipment to ensure hygiene and safety at the start of, during and at the end of the session, reporting faults promptly
- P3 recognise potential hazards in the setting and deal with these promptly, according to procedures
- P4 deal with waste safely, according to the procedures of the setting
- P5 supervise children/young people's safety appropriately and consistently, according to their age, needs and abilities
- P6 encourage children/young people to be aware of personal safety and the safety of others
- P7 encourage children/young people to develop good personal hygiene practices
- P8 implement safety and security procedures at the start of the day/session and when children/young people leave

3.2 Deal with accidents, emergencies and illness

Performance criteria

You need to:

- P1 remain calm and follow your organisation's procedures for accidents and emergencies, according to your role and responsibility
- P2 call for qualified assistance as appropriate to the incident
- P3 maintain the safety of the people involved
- P4 provide reassurance and comfort to the people involved
- P5 recognise when children/young people are ill and follow procedures
- P6 follow reporting and recording procedures

STL3 Help to keep children safe

3.3 Support the safeguarding of children from abuse

Performance criteria

You need to:

- P1 at all times follow the policies and procedures of your setting with regard to safeguarding and protecting children/young people
- P2 report any signs and indicators of possible abuse, being sensitive to the child/young person and circumstances
- P3 identify, report and record changes in behaviour and physical signs
- P4 respond calmly and promptly to a child/young person's disclosure of abuse in a reassuring and supportive manner and according to the policies and procedures of the setting
- P5 make clear to the child/young person that other people appropriate to the situation will have to be made aware of their disclosure
- P6 encourage children/young people to be aware of their bodies and to protect themselves

3.4 Encourage children's positive behaviour

Performance criteria

You need to:

- P1 support and encourage children/young people's positive behaviour, according to the policies and procedures of the setting
- P2 praise and encourage children/young people
- P3 allow children/young people to make choices
- P4 work with children/young people to apply rules and boundaries consistently, appropriately and fairly, according to their age, needs and abilities
- P5 deal sensitively with behaviour that challenges, according to the policies and procedures of the setting
- P6 make sure your behaviour with children/young people is appropriate and respectful at all times

STL3 Help to keep children safe

Knowledge and understanding

You need to know and understand:

- K1 setting's safety, safeguarding and protection and emergency procedures, what these are and why they must be followed, including controls on substances harmful to health and other key aspects of health and safety
- K2 the laws governing safety in your home country, including the general responsibility for health and safety that applies to all colleagues and to employers
- K3 the duty of all within the sector to safeguard children, including the difficulties in situations where your concerns may not be seen to be taken seriously or followed through when following normal procedures
- K4 regulations covering manual handling and the risks associated with lifting and carrying children
- K5 safety factors and recognised standards of equipment and materials for children. Importance of using equipment that is appropriate for the age, needs and abilities of the child. The importance of following manufacturers' guidelines
- K6 routine safety checking and maintenance of equipment. Safe storage of hazardous materials and disposal of waste
- K7 safe layout and organisation of rooms, equipment, materials and outdoor spaces
- K8 how to adapt the environment to ensure safety for children and young people, according to their age, needs and abilities and taking into account disabilities or special educational needs, eg. keeping the floor tidy to limit hazards for children/young people with visual difficulties
- K9 when and how to use safety equipment such as safety gates, socket covers, window and drawer catches, cooker guards, safety harnesses. Safety in respect of animals, plants, sand pits and outdoor spaces
- K10 good hygiene practice: avoiding of cross infection, disposal of waste, food handling, handling body fluids. Issues concerning spread of HIV and AIDS virus and hepatitis
- K11 familiarity with adult/child ratio requirements, according to regulatory and setting requirements
- K12 how to supervise children/young people safely, modifying your approach according to their age, needs and abilities. The balances between safety and risk, and challenge and protection for children and young people
- K13 policies and procedures of setting for responding to and recording accidents and emergencies. Basic first aid required in an emergency and how to apply it, recognition of and response to choking, unconsciousness, breathing difficulties, bleeding, anaphylactic shock, burns. Awareness of location and contents of first aid box. How to treat common minor injuries that may be dealt with on site, such as minor skin abrasions, cuts, bumps

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K14 the importance of following instructions about children's diets carefully to avoid known allergic reactions, how you would recognise allergic reactions

K15 policies and procedures of setting to deal with children/young people's illness. How to recognise when children/young people are ill, including when they cannot communicate, e.g. fever, rashes, headache, crying and breathlessness

K16 the emergency procedures within settings and the types of possible emergency. This must include:

procedures for fires

security incidents

missing children or persons

K17 types and possible signs and indicators of child abuse: physical, emotional, sexual abuse, bullying and harassment, neglect and failure to thrive not based on illness. This must include:

behavioural changes such as regression, withdrawal, excessive attention seeking, aggression and negative behaviour

physical indicators such as unlikely bruising, burns, marks, genital irritation or damage, hunger, being dirty, lack of health care

K18 recognition that social factors, eg. substance abuse, may increase a child's vulnerability to abuse

K19 safe working practices that protect children/young people and adults who work with them

K20 ways to encourage children/young people to be aware of their own bodies and understand their right not to be abused, according to their age, needs and abilities. These may include:

use of appropriate descriptive language

activities involving discussion about their own bodies

K21 the importance of consistently and fairly applied boundaries and rules for children/young people's behaviour, according to their age, needs and abilities, and the avoidance of stereotyping

K22 how to respond to children/young people's challenging behaviour, according to their age, needs and abilities and in line with the policies and procedures of the setting

K23 the importance of encouraging and rewarding positive behaviour

K24 safety issues and concerns when taking children/young people out of the setting

K25 the legislation, guidelines and policies which form the basis for action to safeguard children and young people

STL4 Contribute to positive relationships (CCLD 201)

UNIT SUMMARY

Who is this unit for?

This unit is for those who work in a setting or service whose main purpose is to support the care, learning and development of children and young people. This unit is for those who assist in work with children and adults.

What is this unit about?

This unit is about interacting with and responding positively to children, young people and adults. It includes verbal and non-verbal communication skills involved when working with children and young people, and when dealing with adults, together with the importance of valuing people equally.

This unit contains four elements:

- 4.1 Interact with and respond to children
- 4.2 Interact with and respond to adults
- 4.3 Communicate with children
- 4.4 Communicate with adults

Linked units

STL5 Provide effective support for your colleagues

STL20 Develop and promote positive relationships

STL60 Liaise with parents, carers and families

STL62 Develop and maintain working relationships with other practitioners

This unit also links to all units involving interactions with children, young people and/or adults.

Place in qualifications

This unit is a mandatory unit in the level 2 NVQ/SVQ in supporting teaching and learning in schools.

It is also a mandatory unit in the level 2 NVQ/SVQ in children's care, learning and development.

Origin of this unit

This unit is taken from the national occupational standards in children's care, learning and development where it appears as CCLD 201.

This unit is underpinned by the principles and values for the national occupational standards in children's care learning and development.

STL4 Contribute to positive relationships

Glossary of terms used in this unit

Adults	adults you meet at work. This will vary according to your role and responsibility, but may include one or more of: colleagues, visitors to the setting and members of children/young people's families
Children and young people	children and young people who you work with, except where otherwise stated
Listen	paying attention to what the child/young person or adult is communicating in order to respond appropriately. Listening includes negotiated and agreed alternative methods of communication in situations where there may be hearing difficulties
Language	includes signing, symbols and other non-verbal language
Positive relationships	relationships that benefit the children/young people and the children/young people's ability to participate in and benefit from the setting

STL4 Contribute to positive relationships

4.1 Interact with and respond to children

Performance criteria

You need to:

- P1 show children/young people you are paying attention and listening to them
- P2 use a considerate and sympathetic approach whilst paying attention and listening to children/young people
- P3 allow children/young people to express themselves in their own time, using their own words or alternative communication
- P4 ensure that all children/young people are allowed to express themselves and are acknowledged
- P5 accept and acknowledge children/young people's expression of feelings
- P6 ask children/young people questions to confirm your understanding of their language and expressions

4.2 Interact with and respond to adults

Performance criteria

You need to:

- P1 give adults your full attention when they are communicating with you
- P2 demonstrate that you have understood them
- P3 respond confidently, in a way which shows you have listened to their views with care and attention
- P4 clarify any misunderstandings
- P5 make suggestions and give information when requested

STL4 Contribute to positive relationships

4.3 Communicate with children

Performance criteria

You need to:

- P1 communicate clearly, in ways that the child/young person will understand
- P2 use language and actions that show children/young people that their views, feelings and opinions have been listened to with care and attention
- P3 help children/young people to express their needs and make choices
- P4 demonstrate your understanding of children/young people's preferred ways of communicating
- P5 encourage children/young people to use different communication methods
- P6 model positive communication skills for children/young people

4.4 Communicate with adults

Performance criteria

You need to:

- P1 approach adults with courtesy and respect, using preferred names
- P2 value adults' individual needs and preferences
- P3 exchange information with adults in line with agreed practice
- P4 use communication methods that are appropriate to adults
- P5 adapt the ways in which you communicate when difficulties are experienced

STL4 Contribute to positive relationships

Knowledge and understanding

You need to know and understand:

- K1 the importance of giving children and young people full attention when listening to them and how you demonstrate this through body language, facial expression, speech and gesture
- K2 why it is important to give all children and young people the opportunity to be heard and how you do this in a group
- K3 an outline of how children and young people's communication skills develop within the age range 0–16 years
- K4 why it is important to give children and young people sufficient time to express themselves in their own words
- K5 why it is important to help children and young people make choices and how you can assist them to do this
- K6 the key features of effective communication and why it is important to model this when interacting with adults, children and young people
- K7 the main differences between communicating with adults and communicating with children and young people
- K8 how to demonstrate that you value adults' views and opinions and why it is important to the development of positive relationships
- K9 communication difficulties that may exist and how these can be overcome
- K10 how to cope with disagreements with adults
- K11 why it is important to reassure adults of the confidentiality of shared information and the limits of this
- K12 organisational policy regarding information exchange
- K13 the importance of communicating positively with children, young people and families
- K14 how children and young people's ability to communicate can affect their behaviour

STL5 Provide effective support for your colleagues

UNIT SUMMARY

Who is this unit for?

This unit is for those who work with others to support teaching and learning in schools. It covers your role in contributing to effective teamwork and improving your own performance.

What is this unit about?

This unit is about being an effective member of the school staff. It involves working effectively with colleagues and taking an active role in developing your own skills and expertise.

This unit contains two elements:

- 5.1 Maintain working relationships with colleagues
- 5.2 Develop your effectiveness in a support role

Linked units

- STL4 Contribute to positive relationships
- STL20 Develop and promote positive relationships
- STL21 Support the development and effectiveness of work teams
- STL22 Reflect on and develop practice
- STL62 Develop and maintain working relationships with other practitioners

Place in qualifications

This unit is a mandatory unit in the level 2 NVQ/SVQ in supporting teaching and learning in schools.

Origin of this unit

This unit is a revised version of unit 2-4 from the national occupational standards for teaching and classroom assistants (2001).

STL5 Provide effective support for your colleagues

Glossary of terms used in this unit

Colleagues	people with whom you work on a regular or occasional basis, for example: <ul style="list-style-type: none">• teachers• other learning support staff• other adults working in the school as employed staff or voluntary helpers• people from outside the school such as educational psychologists, speech and language therapists, local authority advisers
Confidentiality	only providing information to those who are authorised to receive it
Development opportunities	the people, resources and other opportunities available to you to help you develop your skills, for example: <ul style="list-style-type: none">• training programmes• mentor• coaching• learning resources such as computer-based programmes, books, open and distance learning programmes• support networks within the school or across schools
Personal development objectives	your agreed priorities for learning and development including, where relevant, personal ICT skills
Support	the time, resources and advice that you give to colleagues and their activities and those that colleagues give to you and your activities

STL5 Provide effective support for your colleagues

5.1 Maintain working relationships with colleagues

Performance criteria

You need to:

- P1 provide consistent and effective support for colleagues in line with the requirements and responsibilities of your role
- P2 communicate openly and honestly with your colleagues
- P3 meet your commitments to colleagues effectively and in accordance with your overall work priorities
- P4 keep your colleagues informed about aspects of your work and schedule which may affect the support you can offer them
- P5 contribute suggestions, ideas and information to benefit colleagues and improve team working
- P6 address and handle in a constructive manner any issues in your relationship with colleagues which can be resolved by your own actions
- P7 seek appropriate advice and guidance in dealing with any issues in your working relationships which cannot be resolved
- P8 comply with all requirements and expectations for confidentiality of information

STL5 Provide effective support for your colleagues

5.2 Develop your effectiveness in a support role

Performance criteria

You need to:

- P1 maintain an up-to-date understanding of the requirements of your role and responsibilities
- P2 reflect on your practice to identify achievements, strengths and weaknesses
- P3 seek and take account of constructive feedback on your performance from competent others
- P4 take an active part in identifying and agreeing personal development objectives which are:
 - a specific
 - b measurable
 - c achievable
 - d realistic
 - e time-related
- P5 undertake agreed development actions conscientiously and within the required timescale
- P6 make effective use of the development opportunities available to you

STL5 Provide effective support for your colleagues

Knowledge and understanding

You need to know and understand:

- K1 school expectations and requirements about your role and responsibilities as set out in your job description
- K2 the roles and responsibilities of colleagues with whom you work and how these relate to your own role and responsibilities
- K3 basic principles underlying effective communication, inter-personal and collaborative skills
- K4 the lines and methods of communication that apply within the school setting
- K5 the meetings and consultation structures within the school
- K6 school expectations and procedures for fostering good working relationships, promoting team work and partnerships with colleagues
- K7 the differences between work relationships and personal relationships and how work relationships can be maintained effectively
- K8 why team discussions are important and why you should contribute constructively to them
- K9 the importance of respecting the skills and expertise of other practitioners
- K10 why it is important to continuously improve your own work
- K1 1 how to reflect on and evaluate your own work
- K1 2 the importance of taking feedback from colleagues into account when evaluating your own practice
- K13 the formal and informal staff appraisal/performance review opportunities available to you and how you can contribute to and benefit from these
- K14 the sorts of development opportunities available to you and how to access these



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