

## Introduction

The Scottish Government has a vision that children in Scotland will become confident individuals, effective contributors, successful learners and responsible citizens. To achieve this vision, children must be safe, nurtured, healthy, active, achieving, respected, responsible and included.

This means that practitioners who work with children have to be able to respond to their needs and to engage with and support children by providing them with carefully considered, well-paced and well-constructed opportunities, activities and experiences. They need to be aware of how children can be supported intellectually and emotionally, and how they can be provided with safe, healthy and physically challenging opportunities from the earliest stages of their lives. Working with children also means having a key role to fulfil working with parents children's carers.

The role of an early education and childcare practitioner is therefore a varied and often highly demanding one. In recent years, registration and regulation has helped to make sure children are provided with play, care and learning opportunities that are safe and which meet a national standard. It has also meant children and families can expect a service which offers them protection and which values diversity and equality. High-quality training for these roles is essential to maintain and improve the quality of services that children and families require.

## About the HNC in Early Education and Childcare

You have chosen to do the HNC in Early Education and Childcare and this book is designed to support some of the key learning required for this award. The HNC is a Scottish Qualifications Authority (SQA) award and is one of two main qualifications required by practitioners to work with children in a day care of children setting in Scotland.

It requires the successful completion of twelve Higher National (HN) credits. Each HN credit provides eight credit points on the Scottish Credit and Qualifications Framework (SCQF) at Level 7. This means that on successful completion of this award you will have 96 credit points at SCQF Level 7.

The core of the HNC is made up of five mandatory units plus two specialist options, from which at least one must be chosen, plus an additional five credits to be taken from the optional section of thirteen units. If you are doing the HNC at one of Scotland's colleges it is likely the college staff will advise you of the optional units they offer.

The HNC covers the age range birth–12 years and you can select an early years route, a playwork route or both. You are required to complete all of the mandatory core units but can select from the core either the unit 'Curriculum and assessment in an early education and childcare setting' or 'Facilitating play facilities'. You may select both these units but if you do so you can only choose four rather than five optional units. Your college or training provider tutor will guide you through this when you start the course.

## About this book

This book is designed to support you through some of the key units in the HNC. It is primarily designed for those working in an early years setting, but there are many examples throughout of how you might support older children in an out-of-school care setting.

Individual chapters relate to a specific unit or a range of units, and this is shown later in the introduction. Each chapter describes the learning and content from the HNC that it covers. This learning supports but does not match identically the outcomes of the units covered. The book is designed to show the interrelationship between HNC units.

Each chapter provides you with case studies that are working examples from practice. These case studies integrate theory and practice,

allow you to debate and discuss issues with colleagues and tutors and to consider how you might deal with or respond to each scenario. You will also find case studies provide you with opportunities to consider issues relating to the age range covered by this award, including work with babies and older children, and those with additional support needs.

There are explanations of key words and phrases in every chapter. These will help you to understand some of the specialist language that might be used in this sector, and which you may be unfamiliar with.

Each chapter has a selection of learning features such as: *Activity*; *Consider this*; and *Further research*. These features are intended to support you by providing activities, thought-provoking questions and points for group discussion. The *Further research* feature will signpost you to look beyond the information contained in this book by suggesting useful websites, articles, texts and reports. Some features may direct you to consider additional research and activities to allow critical analysis of practice. The features have been included to support your learning and because the HNC

involves extensive reading, writing, research, personal reflection and evaluation. Each chapter finishes with a *Check your progress* feature, providing questions designed to allow you to test your knowledge and understanding of the chapter you have just read.

A key feature of all HNC awards in Scotland is the final graded unit, which requires a range of skills and careful writing and analysis to be used. The graded unit determines the overall grade you receive and whether you pass or fail the award. It is a very important part of the course. Successful completion of the graded unit means you will have managed to integrate the practice and the knowledge required in the mandatory section, and Chapter 10 provides you with support for completion of this unit.

The chart on pages viii and ix shows the HNC units covered by this book.

This book has been written by people who are currently teaching HNC students or who have had extensive experience of doing. I hope you will find it helpful and hope you enjoy your career in the early education and childcare sector.

Frances Scott

## HNC units covered by this book

	Key units covered	Other units covered
<b>Chapter 1</b> Working in an early education and childcare setting	<i>Mandatory Unit DF4Y 34:</i> Working in an early education and childcare setting	<i>Mandatory Units:</i> <ul style="list-style-type: none"> <li>DF5E 34: Group award graded unit 1</li> </ul> <i>Group A Specialist Optional Units:</i> <ul style="list-style-type: none"> <li>DF51 34: Curriculum and assessment in an early education and childcare setting</li> <li>DF53 34: Facilitating playwork opportunities</li> </ul> <i>Group B Optional Units:</i> <ul style="list-style-type: none"> <li>DF55 34: Children and young people with additional support needs</li> <li>DF57 34: Strategies and initiatives to support children's health and well-being</li> <li>DF59 34: Working with children 0–3 years</li> <li>DF5A 34: Working with children 3–5 years</li> <li>DF5C 34: Working with children 5–8 years</li> <li>DF5D 34: Working with children 8–12 years</li> <li>DG5D 35: Team working in care settings</li> </ul>
<b>Chapter 2</b> Children and young people's rights and entitlements	<i>Mandatory Unit DF50 34:</i> Children and young people's rights: provision, protection and participation	All other HNC Early Education and Childcare units
<b>Chapter 3</b> Theoretical approaches to development and learning	<i>Mandatory Unit DF52 34:</i> Theoretical approaches to development and learning	<i>Optional units, Group A:</i> <ul style="list-style-type: none"> <li>DF53 34: Facilitating playwork opportunities</li> </ul> <i>Group B Optional Units:</i> <ul style="list-style-type: none"> <li>DF55 34: Children and young people with additional support needs</li> <li>DF59 34: Working with children 0–3 years</li> <li>DF5A 34: Working with children 3–5 years</li> <li>DF5C 34: Working with children 5–8 years</li> <li>DF5D 34: Working with children 8–12 years</li> </ul>
<b>Chapter 4</b> Curriculum, play and transitions	<i>Group A Specialist Optional Unit DF51 34:</i> Curriculum and assessment in an early education and childcare setting	<i>Mandatory Units:</i> <ul style="list-style-type: none"> <li>DF4Y 34: Working in an early education and childcare setting</li> </ul> <i>Group A Specialist Optional Units:</i> <ul style="list-style-type: none"> <li>DF53 34: Facilitating playwork opportunities</li> </ul> <i>Group B Optional Units:</i> <ul style="list-style-type: none"> <li>DF55 34: Children and young people with additional support needs</li> <li>DF58 34: Promoting language, literacy and numeracy in early education and childcare</li> <li>DF59 34: Working with children 0–3 years</li> <li>DF5A 34: Working with children 3–5 years</li> <li>DF5C 34: Working with children 5–8 years</li> <li>DF5D 34: Working with children 8–12 years</li> </ul>

	<b>Key units covered</b>	<b>Other units covered</b>
<b>Chapter 5</b> Promoting language, literacy and numeracy	<i>Group B Optional Unit DF58 34:</i> Promoting language, literacy and numeracy in early education and childcare	<i>Mandatory Units:</i> <ul style="list-style-type: none"> <li>DF4Y 34: Working in an early education and childcare setting</li> </ul> <i>Group B Optional Units:</i> <ul style="list-style-type: none"> <li>DF59 34: Working with children 0–3 years</li> <li>DF5A 34: Working with children 3–5 years</li> <li>DF5C 34: Working with children 5–8 years</li> </ul>
<b>Chapter 6</b> Children and young people with additional support needs	<i>Group B Optional Unit DF55 34:</i> Children and young people with additional support needs	<i>Mandatory Units:</i> <ul style="list-style-type: none"> <li>DF50 34: Children and young people's rights: provision, protection and participation</li> <li>DF52 34: Theoretical approaches to development and learning</li> </ul> <i>Group A Specialist Optional Units:</i> <ul style="list-style-type: none"> <li>DF53 34: Facilitating playwork opportunities</li> </ul> <i>Group B Optional Units:</i> <ul style="list-style-type: none"> <li>DF56 34: Contemporary issues for children and families</li> <li>DF59 34: Working with children 0–3 years</li> <li>DF5A 34: Working with children 3–5 years</li> <li>DF5C 34: Working with children 5–8 years</li> <li>DF5D 34: Working with children 8–12 years</li> <li>DG5D 35: Team working in care settings</li> </ul>
<b>Chapter 7</b> Team working and communication	<i>Group B Optional Units:</i> <ul style="list-style-type: none"> <li><b>DG5D 35:</b> Team working in care settings</li> <li><b>DE3R 34:</b> Personal development planning</li> <li><b>DE1K 33:</b> Workplace communication in English</li> </ul>	<i>Mandatory Units:</i> <ul style="list-style-type: none"> <li>DF4Y 34: Working in an early education and childcare setting</li> </ul> <i>Group B Optional Units:</i> <ul style="list-style-type: none"> <li>DF55 34: Children and young people with additional support needs</li> <li>DF59 34: Working with children 0–3 years</li> <li>DF5A 34: Working with children 3–5 years</li> <li>DF5C 34: Working with children 5–8 years</li> <li>DF5D 34: Working with children 8–12 years</li> </ul>
<b>Chapter 8</b> Understanding and supporting children's behaviour	<i>Group B Optional Unit DF54 34:</i> Understanding and supporting children's behaviour	<i>Mandatory Units:</i> <ul style="list-style-type: none"> <li>DF4Y 34: Working in an early education and childcare setting</li> <li>DF50 34: Children and young people's rights: provision, protection and participation</li> <li>DF52 34: Theoretical approaches to development and learning</li> </ul> <i>Group B Optional Units:</i> <ul style="list-style-type: none"> <li>DF55 34: Children and young people with additional support needs</li> <li>DF59 34: Working with children 0–3 years</li> <li>DF5A 34: Working with children 3–5 years</li> </ul>

	<b>Key units covered</b>	<b>Other units covered</b>
<p><b>Chapter 9</b> The impact of government policy on the lives of children in Scotland</p>	<p><i>Group B Optional Units:</i></p> <ul style="list-style-type: none"> <li>• <b>DF57 34:</b> Strategies and initiatives to support children's health and well-being</li> <li>• <b>DF56 34:</b> Contemporary issues for children and families</li> </ul>	<p><i>Mandatory Units:</i></p> <ul style="list-style-type: none"> <li>• DF4Y 34: Working in an early education and childcare setting</li> <li>• DF50 34: Children and young people's rights: provision, protection and participation</li> </ul> <p><i>Group A Specialist Optional Units:</i></p> <ul style="list-style-type: none"> <li>• DF51 34: Curriculum and assessment in an early education and childcare setting</li> </ul> <p><i>Group B Optional Units:</i></p> <ul style="list-style-type: none"> <li>• DF54 34: Understanding and supporting children's behaviour</li> <li>• DF55 34: Children and young people with additional support needs</li> </ul>
<p><b>Chapter 10</b> The graded unit: a survival guide</p>	<p><i>Mandatory Units:</i></p> <ul style="list-style-type: none"> <li>• <b>F290 34:</b> Graded Unit 1</li> <li>• <b>DF5E 34:</b> Group award graded unit 1</li> </ul>	<p><i>Mandatory Units:</i></p> <ul style="list-style-type: none"> <li>• DF4Y 34: Working in an early education and childcare setting</li> <li>• DF50 34: Children and young people's rights: provision, protection and participation</li> <li>• DF52 34: Theoretical approaches to development and learning</li> </ul>