



CURIOSITY

COMPASSION

COURAGE



Academic Outline 2023-24

	T Level in Education and Early Years					
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
Year 12: Education and Early Years	<p><u>Core Element 1-Wider Context</u> The differences between a range of childcare and education provision.</p> <p><u>Element 2- Supporting Education</u> Supporting children's and young people's education is complex. In this element, we look at the education frameworks in England and also the skills that adults need to work effectively with children and young people which include providing feedback.</p> <p><u>Element 3- Safeguarding, Health and Safety and Wellbeing</u> An important aspect of your role is to know and understand how to safeguard children and young people.</p>	<p><u>Element 1-Wider Context</u> <u>Element- 4 Behaviour</u> This element looks at the many factors affecting behaviour, including a child's stage of development and their self- concept. Adults require an understanding of the three elements that make up self- concept, these are: self- image, self-esteem and ideal self, all of which are covered within this element.</p> <p><u>Element 5- Parents, Families and Carers</u> In this element you will consider the important role of parents, families and carers in the lives of babies, children and young people. When working within education and childcare,</p>	<p><u>Element 6- Working with others</u> <u>Element 7- Child Development</u> In this element, we look at the stages and patterns of expected development from infancy to adolescence. We look at attachment theories and how they affect healthy social and emotional development as well as the development and importance of friendships.</p> <p><u>Element 8- Observation and Assessment</u> Whatever type of educational setting you are going to work in, you will need to know about</p>	<p><u>Element 10- Equality and Diversity</u> As part of their role in any school or early years setting, adults will need to promote equality, diversity and inclusion. This is important so that all children and young people are involved, respected and given full access to the curriculum as well as the wider life of the school, college or early years setting.</p> <p><u>Element 11- Special Educational Needs and Disability</u> The statutory duties and responsibilities supporting children/young people with Special Educational Needs and Disabilities (SEND) in relation to the following guidance:</p>	<p><u>Core Skills 1</u> <u>Core Skills 2</u> <u>Core Skills 3</u> <u>Core Skills 4</u></p> <p>CS1 Communicate information clearly to engage children and young people, for example, to stimulate discussion and to secure understanding</p> <p>CS2 Work with others to plan and provide activities to meet children's and young people's needs</p> <p>CS3 Use formative and summative assessment to track children's and students' progress to plan and shape educational opportunities</p>	<p><u>Retrieval of all elements</u> <u>Core Skills 1</u> <u>Core Skills 2</u> <u>Core Skills 3</u> <u>Core Skills 4</u></p> <p><u>ENGLISH SKILLS</u> Convey technical information to different audiences Present information and ideas Create texts for different purposes and audiences Take part in/lead discussions</p> <p><u>DIGITAL SKILLS</u> Use digital technology and media effectively Process and analyse numerical data securely</p>



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		<p>professional relationships with primary carers contribute to best practice and improved outcomes.</p> <p><u>Element 6- Working with others</u> In this element, you will consider the range of diverse services that can be accessed by parents/carers, families, children and young people to offer support and guidance.</p>	<p>and use observation and assessment.</p> <p><u>Element 9- Reflective Practice</u> Whatever your role, whether you work in a school or an early year setting, you will need to be able to engage in reflective practice.</p>	<ul style="list-style-type: none">• Early Years: guide to the 0 to 25 SEND code of practice• Schools: guide to the 0 to 25 SEND code of practice• Further education: guide to the 0 to 25 SEND code of practice <p><u>Element 12- English as an additional language</u> This element looks at the process by which a new language is learnt, the factors affecting how easily children and young people can pick up a new language and also how practitioners can support children.</p>		
Year 13:						