

## Mapping document – Occupational Specialisms

Occupational Specialism	Performance Outcome	
Early Years Educator	PO1 – Support and promote children’s play, development and early education	
Session Name and Number	Links to Knowledge/Skills	Key
Session 1: Expected patterns of children’s development (Physical development)	K1.1; K1.3	K1.1 The expected patterns of children’s development from birth to 7 years.
Session 6: Factors influencing children's development	K1.2; K1.7	K1.2 How a range of biological and environmental factors may impact on children’s learning and development.
Session 7: The impact of biological and environmental factors on holistic development		K1.3 How the following areas of children’s development can impact on holistic development within play and early education: Speech, language and communication. Personal, social and emotional development. Physical development. Cognitive development.
Session 17: Mathematical learning through games and stories	K1.12-K1.14	K1.7 The potential effects and long-term impact on a child’s holistic development if atypical development is not recognised and why practitioners must recognise atypical development as early as possible.
Session 18: Developing resources to promote mathematical concepts		
Session 19: Presenting resources to promote mathematical concepts		
Session 20: Using observational assessment to identify children's mathematical skills		
Session 21: Stages and types of play	K1.15-K1.18 K1.15-K1.18 K1.15-K1.18	K1.12 How daily routines, games, rhymes and stories can be used to support children’s development, learning and mathematical understanding.
Session 22: Resources to support children's play and education		
Session 23: Child-initiated and adult-led play		

Session 24: Theoretical perspectives on play: Janet Moyles and Tina Bruce	K1.15-K1.19 S1.32	K1.13 The purpose of a range of strategies to promote mathematical thinking and approaches that encourage early reasoning.
Session 25: Theoretical perspectives on play: Elinor Goldschmied and Maria Montessori		K1.14 How number sense enables children to develop the skills to work with numbers and solve mathematical problems.
Session 26: Theoretical perspectives on outdoor play: Margaret McMillan and Forest Schools		K1.15 Stages and types of play, activities associated with different types of play and how they promote children's development and sense of agency.
Session 27: Theoretical perspectives on play: HighScope and Steiner		K1.16 The resources and equipment needed to support children's play and education, both indoors and outdoors.
Session 28: Researching theoretical perspectives on play		K1.17 The difference between adult-led and child-initiated play and how adults can lead and promote play.
Session 29: Presenting theoretical perspectives on play		K1.18 The benefits of adult-led and child-initiated play and how to offer an appropriate balance.  K1.19 How learning outside of the setting positively enhances children's education and development and where this may take place.  S1.32 The student must be able to analyse and evaluate the key aspects of the theoretical and philosophical approaches that relate to current play provision.

Occupational Specialism		Performance Outcome	
Early Years Educator		PO2 – Develop relationships with children to facilitate their development	
Session Name and Number	Links to Knowledge/Skills	Key	
Session 1: Introduction to attachment	K2.1	<p>K2.1 Different forms of attachment that children develop and analyse and evaluate key aspects of attachment theories related to current practice and the key person.</p> <p>K2.2 The features of secure attachment and how it impacts positively on children's development and behaviour.</p> <p>K2.3 The student must understand the potential positive and negative effects of a range of transitions and significant events that children may experience.</p> <p>K2.6: The student must understand the concept of self-regulation in children.</p> <p>K2.7: The student must understand factors affecting children's behaviour.</p>	
Session 2: Different attachments and their characteristics			
Session 3: Attachment and the key person approach			
Session 4: Secure attachments	K2.2 K2.6		
Session 5: Self-regulation and co-regulation			
Session 6: A nurturing environment			
Session 7: Weak attachments	K2.3 K2.7		
Session 8: An introduction to transitions and weak events			
Session 9: Strategies to support transitions and significant events			
Session 10: Working with others to support transitions and significant events			

Occupational Specialism		Performance Outcome	
Early Years Educator		PO3 – Plan, provide and review core play and educational opportunities to enable children to progress	
Session Name and Number	Links to Knowledge/Skills	Key	
Session 1: The purpose of observation and assessment to support progress	K3.2	K3.1 How well-considered planning and provision supports children’s educational and developmental progress.	
Session 6: Formative assessment	K3.1; K3.4	K3.2 The purpose of observation, assessment and planning and different approaches towards the assessment of children and planning.	
Session 7: Summative assessment		K3.4 Different types of assessment and their purpose.	
Session 8: Planning educational opportunities for children		K3.5 Practitioner responsibilities to undertake continued professional development and ways to meet own developmental needs.	
Session 9: Reflective practice		S3.15: The student must be able to reflect on the effectiveness of the planned educational experiences/activities and play opportunities	
Session 13: Continuous professional development in early years practice	K3.5 S3.15; S3.16 S3.17	S3.16: The student must be able to use the reflective cycle to evaluate own strengths and weaknesses and others’ practice.	
Session 14: Reviewing evidence-based practice		S3.17: The student must be able to engage in activities that contribute to continued professional development.	
Session 15: CPD planning			

Occupational Specialism		Performance Outcome	
Early Years Educator		PO4 – Safeguarding to promote the health, safety and wellbeing of children	
Session Name and Number	Links to Knowledge/Skills	Key	
Session 1: The key principles of safeguarding	K4.1	K4.1 The key principles of safeguarding.	
Session 9: Child grooming and exploitation	K4.3	K4.3 How babies and young children may be groomed or exploited and appropriate action to take when grooming or abuse is suspected.	
Session 10: Taking appropriate action to suspected abuse			
Session 11: Researching safeguarding case reviews		K4.4 How health and wellbeing supports babies and children's resilience, curiosity and independence, brain development, play and learning experiences and holistic development.	
Session 12: Factors contributing to children's health and wellbeing	K4.4-K4.5	K4.5 Factors that contribute to children's wellbeing and the signs that indicate a child needs support.	
Session 13: How health and wellbeing supports children's holistic development			
Session 14: Supporting children's health and wellbeing			
Session 15: Supporting children's healthy lifestyles and care routines			
Session 16: Supporting children to make and maintain friendships			

Occupational Specialism		Performance Outcome
Early Years Educator		PO5 – Work in partnership with colleagues, parents, carers and other professionals to support children’s development
Session Name and Number	Links to Knowledge/Skills	Key
Session 1: The basis of positive partnership working with parents/carers	K5.1 S5.6	K5.1 The legal rights and responsibilities of parents and carers.  K5.2 How a range of family contexts may impact on parenting.
Session 2: Parental rights		
Session 3: Parenting styles	K5.2 S5.6	S5.6: The student must be able to work in partnership with parents/carers to help them recognise and value the significant contributions they make to the child’s health, wellbeing, education and development.
Session 4: Family structures		
Session 5: Impacts on parenting part 1		
Session 6: Impacts on parenting part 2		

Occupational Specialism		Performance Outcome	
Assisting Teaching		PO1 – Support the class teacher to enhance children’s education, individually and in groups	
Session Name and Number	Links to Knowledge/Skills	Key	
Session 1: Core requirements of the national curriculum	K1.1	K1.1 The requirements of each key stage of the school curriculum: Primary (Key Stages 1 and 2), Secondary (Key Stages 3 and 4), Post-16 provision.	
Session 7: Teacher and student led pedagogical strategies	K1.2; S1.8 S1.9; S1.10	K1.2 A range of teacher and student-led pedagogical strategies and how they are used within a lesson.	
Session 8: Theoretical approaches which underpin pedagogical strategies		K1.6 How learning outside the classroom, including outdoor education positively enhances children’s education and development.	
Session 9: Effective teaching and learning		K1.7 What distinctive qualities are offered by the outdoors as an educational environment compared to traditional classroom environments.	
Session 10: Managing behaviour	K1.6-K1.7 S1.15	S1.8: The student must be able to work closely with teachers to ensure own contribution aligns with the teaching.	
Session 20: Outdoor learning		S1.9: The student must be able to ensure regular communication with teachers to provide clarity and consistency of role within lessons.	
Session 21: Supporting outdoor learning opportunities		S1.10: The student must be able to provide clear and accurate explanations of instructions, processes and concepts.	
Session 22: Practical experience of outdoor learning		S1.15: Facilitate learning outside the classroom.	
Session 23: Theories of outdoor learning			
Session 24: Planning for outdoor learning			

Occupational Specialism	Performance Outcome	
Assisting Teaching	PO2 – Plan, provide and review educational opportunities in collaboration with teachers and other adults	
Session Name and Number	Links to Knowledge/Skills	Key
Session 1: Planning for learning	K2.1	K2.1 Different approaches to planning for learning and how they are used in practice.
Session 8: Mathematical development	K2.5 S2.16	K2.5 How a range of strategies are used to promote mathematical thinking.
Session 9: Practical mathematics		K2.6 How a range of strategies are used to promote literacy.
Session 10: Mathematics in the early years		S2.15: The student must be able to support the development of literacy using appropriate strategies for the context.
Session 11: Promoting mathematical thinking		S2.16: The student must be able to use appropriate strategies and approaches to develop mathematical understanding, including procedural fluency and conceptual understanding.
Session 12: Mathematical support skills		
Session 13: Literacy development	K2.6 S2.15	
Session 14: Practical literacy		
Session 15: Literacy in the early years		
Session 16: Strategies to promote literacy		
Session 17: Effective literacy sessions		

Occupational Specialism		Performance Outcome
Assisting Teaching		PO3 – Safeguard and promote the health, safety and wellbeing of children and young people
Session Name and Number	Links to Knowledge/Skills	Key
Session 1: Safeguarding	K3.1-K3.2; S3.23; S3.24	K3.1 How different factors can contribute to a pupil becoming physically or psychologically at risk, and the channels for reporting concerns.
Session 18: Wellbeing	K3.7-K3.10; K3.20-K3.21	K3.2 Why it's important to share relevant information in a timely manner with the safeguarding lead.
Session 19: Risks to wellbeing		K3.7 How a range of factors contribute to children's wellbeing.
Session 20: Transitions		K3.8 A range of transitions that a pupil will experience through school and the possible positive and negative effects on pupils wellbeing.
Session 21: Peer and adult relationships		K3.9 Why stable adult and peer relationships are important and the impact of disruption, including placement disruption on a pupil's development and behaviour.
Session 22: Family structure and parenting		K3.10 How a range of factors, in relation to family context, may impact on parenting.
Session 23: Behaviourist approaches		K3.11 Why physical care needs of pupils are important and the impact they may have on health and development, in accordance with Maslow's hierarchy of needs.
Session 24: Promoting positive behaviour	K3.12-K3.13	K3.12 The positive impact of helping pupils to develop self-care skills and the strategies that can be used to support this.
Session 25: Physical care needs		
Session 26: Self-care skills		
Session 27: Relating to others		

		<p>K3.13 The connection between pupils relating to others and their emotional resilience and wellbeing.</p> <p>K3.20 How a range of factors impact on pupils' behaviour, and linking to attachment and emotional security as outlined in theories of attachment.</p> <p>K3.21 Why it's important to recognise and reward positive behaviour with reference to behaviourist approaches.</p> <p>S3.23: The student must be able to:</p> <ul style="list-style-type: none"> <li>• comply with policies and procedures for sharing confidential information appropriately, for example: <ul style="list-style-type: none"> <li>o with parents and carers</li> <li>o with professionals from other agencies</li> <li>o know when and where to seek advice.</li> </ul> </li> </ul> <p>S3.24: The student must be able to recognise and act when there are causes of concern regarding a pupil's wellbeing.</p>
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Occupational Specialism	Performance Outcome	
Assisting Teaching	PO4 – Recognise, adapt and respond to individual children’s needs including those with SEND to support development and access to the curriculum	
Session Name and Number	Links to Knowledge/Skills	Key
Session 1: Introduction to language acquisition and non-verbal language	K4.1	K4.1 Theories of language acquisition and make links to why communication and speech play such an important part of pupils’ development.  K4.2 A range of cognitive difficulties and how they may impact on language development, communication, behaviour and education.  K4.3 The relationship between pupil self-esteem and self-management and how this can impact on their education, both positively and negatively.
Session 2: Speech, language and communication development		
Session 3: Holistic development		
Session 4: Language acquisition		
Session 5: Theoretical approaches to language acquisition		
Session 6: Factors affecting communication and speech development	K4.1-K4.2	No additional links, however attention is drawn to the skills criteria for knowledge application throughout these sessions, (1-5, 6-9 and 10-11) as they underpin practice.
Session 7: Cognitive difficulties		
Session 8: English as an additional language		
Session 9: Autistic spectrum disorder		
Session 10: Self-concept	K4.3	
Session 11: Positive self-concept and self-management		

## Document information

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## Change history record

This section summarises the changes to this document since the last version.

Version	Description of change	Date of issue
2.0	Final version – Rebrand Update	October 2021