

Key Stage 4: Year 10

Title: Content Area 6. Expectations of the early years practitioner	Why study this SOW? The learner will use their previous knowledge on the role of an early years practitioner to understand the responsibilities and professional standards expected of them
Overview/Key Information: The learner will understand expectations with regards to appearance, behaviour, timekeeping and attitude when working in an early years setting.	Additional Information: This unit will be assessed via an NEA in Year 11.

	Lesson Title	Lesson Outcomes	Key Discussion Questions	Lesson Outline	Misconceptions
1	What is the expected appearance of an EYP?	<ol style="list-style-type: none"> 1. I can identify the expected appearance of an Early Years Practitioner 2. I can describe the importance of maintaining high expectations of appearance 3. I can explain the consequences of not adhering to appearance expectations 	<ol style="list-style-type: none"> 1. What is appropriate dress? 2. Why is it important to maintain high personal hygiene standards? 3. What are the consequences if you don't? 	<ul style="list-style-type: none"> • Do now: Retrieval grid • Use as an opportunity to show the bigger picture and where they are in the course (over 50% of the way through the content) • Oracy task- structured discussion opportunity • Questioning opportunity around the job specification • Video input, students to note down the answers to the questions • Purple pen opportunity once table is completed • Application task: Using the template and resource sheet, annotate the image to demonstrate an understanding on the expectations of an EYP appearance. • Stretch & Challenge: write a paragraph to explain how an EYP should dress. Include what they should wear & outline the consequences of wearing inappropriate clothing. • Application of exam questions: Mark scheme on slide for students to purple pen. Teacher should model/live write answers using input from students. • Review against questions 	
2	What are the expected behaviours of an EYP?	<ol style="list-style-type: none"> 1. I can identify the expected behaviour of an Early Years Practitioner? 2. I can describe the importance of EYP's maintaining high expectations of their behaviour. 3. I can explain the consequences of not adhering 	<ol style="list-style-type: none"> 1. What policies should an EYP follow? 2. How should you use social media in a professional way? 3. What is effective communication? 	<ul style="list-style-type: none"> • Do now: retrieval questions from previous CA • Mini Whiteboard: What does dignity mean? Write a sentence to demonstrate your understanding of this word. Challenge: Provide an example of how you could demonstrate this • Overview/review of key terms • Mind-map 4 expectations • Teacher input on next slides via video clips and tasks. Students should purple pen annotate and improve their responses via teacher input • Amber: Using your mind-map, create 4 paragraphs based on the information recorded from the lesson. • As an EYP you should firstly follow policies and procedures such as... • Green: Charlie has arrived late to work. They are wearing ripped jeans and have had a new piercing in their nose. They are sat in the staff room on their phone, you've reminded them that the work day has started, but they have told you they just need to send a text. Last week 	

603/7012/9 Level 1/2 Technical Award in Child Development and Care in the Early Years

		to behaviour expectations		<p>Charlie started dating the assistant manager at the nursery where you work.</p> <ul style="list-style-type: none"> • Explain to Charlie what the expectations are for their appearance and behaviour. 	
3	Why is attendance and punctuality important?	<ol style="list-style-type: none"> 1. I can describe the importance of attendance and timekeeping as an EYP. 2. I can explain the ways to deal with attendance issues. 	<ol style="list-style-type: none"> 1. What is the adult/child ratio? 2. How does attendance impact child safety? 3. How can you show reliability in a place of work? 4. What is expected by good timekeeping? 	<ul style="list-style-type: none"> • Do now: Students complete thinking questions in their book • Teacher input on definitions • Students complete worksheet • Review with peers • Teacher input, students purple pen improve their own responses on sheet • Mini Whiteboard: There are many reasons or excuses why people have to have time off from work. Is there a difference between a reason and an excuse? Explain your answer. • Teacher input • Mini Whiteboard: Nobody aims to have poor attendance or tries to be late! Imagine you have work tomorrow. How can you ensure you are punctual for the start of your shift? • Teacher input • Leaflet task to consolidate unit: • <u>Success Criteria:</u> <ul style="list-style-type: none"> ○ Rules on expected appearance ○ Personal hygiene ○ Piercings/tattoos ○ Hair & nails ○ Uniform expectations ○ How to work within policies & procedures ○ Maintaining professional boundaries ○ Use of mobile phone/social media ○ Appropriate relationships ○ Effective communication ○ Attendance & punctuality expectations 	
4	Assessment		1.	<ul style="list-style-type: none"> • Students should complete the mini assessment. Teacher can then provide mark scheme and students can make purple pen improvements. 	