

EAICTA Module 1 -- Understanding and supporting child development (sample tasks)

Learning Outcomes (LO's): the learner can/will

- identify key areas of child development within their age range or school phase
- set the above phase of child development within the context of development from age 0 to 16 (meaning show that you understand the key aspects/traits of development for the age range you are involved with)
- identify factors of an emotional, behavioural, physical, environmental or social nature which may promote or inhibit child development
- identify individual needs and how to support these
- assist in induction procedures and transitions between classes or phases
- identify and support the features which make certain adults good role models for children

Research (this is about **collecting** info which you will **analyse** and **make use of** later)

Task 4 - incorporate into your portfolio a document which shows how the school supports the induction of children into the school, and transition of children between classes or age ranges

- **School policies or docs relating to induction of pupils and transition between phases**

Observe (this is about **relating** some of your previous research to **practical situations**)

Task 6 - arrange time within the classroom or play areas which will enable you to observe individual needs and how they are supported

- **Using a couple of examples of pupils with particular needs (e.g. hearing/sight, dyslexia etc), observe and record (notes, voice recorder app or cam) how other staff/teachers address their needs/behaviours**

Write up (this is about **applying** your research and observations to a practical task)

Task 7 - observing confidentiality, demonstrate how individuals in your group may need individual support with their learning or play

- **You can log down examples by writing notes, voice recorder app or cam**

Classroom practice (this is your opportunity to take a **lead role** in a classroom situation)

Task 9 - Plan and implement an activity which highlights the activities of adults (e.g. local or international personalities) as good role models. Ensure that your mentor or assessor has the opportunity to observe your work and feedback on it.

- **You could do a 15 minute session with a full class on a personality (past or present) and how they set a good example (on a specific occasion or longer period) e.g. St Francis, Mother Teresa, M L King, maybe even Lionel Messi. It could be a local hero too.**

Review (this is about **synthesis** - putting together all that you have done so far)

Task 12 - following feedback on your classroom practice, complete the self-review.

- **Here all you need do is include any observations made by your school-based mentor and add comments or additions if you have any.**

Assessment (this is your chance to show your **assessor** that you have achieved the **LO's**)

- Present your portfolio to your **assessor** and be willing to answer questions and discuss any issues raised. **(Email it and follow up dialogue by email or Skype)**
- Talk through your self-review with your **assessor**. **(Skype or similar)**

The learner - is you. **The school-based mentor** – is a teacher you work with or one who can overview and advise you on your role, your progress and your daily work (e.g. key stage co-ord). **The assessor** – is someone from EA (probably me).