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Qualification Title	TQUK Level 3 Diploma for the Children's Workforce (Early Years Educator) (RQF)	
Learner Name		
Learner ID	Academy Will Fill – Please Leave The Column	
Module Name	Support Children through transitions	
Assignment No	M/506/9348	
Submission Date		
Declaration of authenticity:		
<ul style="list-style-type: none"> ➤ I declare that the attached submission is my own original work. No significant part of it has been submitted for any other assignment and I have acknowledged in my notes and bibliography all written and electronic sources used. ➤ I acknowledge that my assignment will be subject to electronic scrutiny for academic honesty. ➤ I understand that failure to meet these guidelines may instigate the Centre's malpractice procedures and risk failure of the unit and / or qualification. 		
Learner signature :	Assessor signature	
Date :	Date:	

Credit Value: 3

Qualification: **TQUK Level 3 Diploma for the Children's Workforce (Early Years Educator) (RQF)**

Unit Title: Support Children through Transitions

RULES AND REGULATIONS

Plagiarism is presenting somebody else's work as your own. It includes: copying information directly from the Web or books without referencing the material; submitting joint coursework as an individual effort; copying another student's coursework; stealing coursework from another student and submitting it as your own work. Suspected plagiarism will be investigated and if found to have occurred will be dealt with according to the procedures set down by National Academy. Students are advised to review the module content before attempting to address any of the tasks

ASSIGNMENT REGULATIONS

1. Learners are required to submit their work using the National Academy Assessment cover sheet.
2. You are required to submit your assignment by the date shown in your VLE Calendar
3. If you have any special requirements these must be communicated to your tutor prior to the commencement of the assignment

Title:	Support children through transitions	
	M/506/9348	
Level:	3	
Credit value:	3	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand different types of transitions and significant events children may experience	1.1	Describe the different transitions and significant events children may experience
	1.2	Identify transitions and significant events that only some children may experience
2 Understand the potential effects of transitions and significant events on children	2.1	Analyze the impact transitions and significant events can have on the lives of children
	2.2	Explain how different types of transitions and significant events can affect children's development
	2.3	Evaluate the effect on children of having positive relationships during periods of transition
	2.4	Explain how individuals and organizations can prepare and support children experiencing different types of transitions and significant events
3 Be able to prepare children for transitions and significant events	3.1	Use child-centered approaches to prepare and support a child experiencing transition or a significant event to reach a positive outcome
	3.2	Encourage children to make positive choices which are appropriate for their age and stage of development
	3.3	Support children to express their feelings, views and hopes in relation to their transition or significant event
4 Be able to support children experiencing transitions and significant events	4.1	Demonstrate provision of structured opportunities for children to explore the effects of transitions and significant events on their lives
	4.2	Assess interventions that can be provided to support children during periods of transition and significant events

Assessment task: Support children through transitions

Task 1 (assessment criteria 1.1 and 1.2)

Which are the different types of transitions and significant events children may experience:-

- Describe the different transitions and significant events **MOST** children may experience
- Identify transitions and significant events that only **some** children may experience

Task 2 (assessment criteria 2.1, 2.2, 2.3 and 2.4)

Identify the potential effects of transitions and significant events on children:-

- Analyze the impact transitions and significant events can have on the lives of children
How can transitions impact children's wellbeing? Discuss the advantages and disadvantages of transitions
- Explain how different types of transitions and significant events can affect children's development

What are the short term and long-term impacts of transitions?

- Evaluate the effect on children of having positive relationships during periods of transition
Why is it important for adults to have positive relationships with children during transitions?
- Explain how individuals and organizations can prepare and support children experiencing different types of transitions and significant events

How can the school, the headteacher, dentist support the children with transitions.

Task 3 (assessment criteria 3.1, 3.2 and 3.3)

How to be able to prepare children for transitions and significant events:-

- How can you effectively use **child-centered approaches** to prepare and support a child experiencing transition or a significant event to reach a positive outcome

What activities/resources can you use to support transition? Books, stories, games, playdough.

- Explain how to make positive choices that encourages the children which are appropriate for their age and stage of development

Explain how you can give children choices, what activities may you do that

support this?

- Explain how to support children to express their feelings, views and hopes in relation to their transition or significant event

What can you do to encourage children to express their feelings? Example – feeling wheel, story time, talk time.

Task 4 (assessment criteria 4.1 and 4.2)

How to be able to support children experiencing transitions and significant events:-

- **Demonstrate** provision of structured opportunities for children to explore the effects of transitions and significant events on their lives

Early years practitioners can support children by: sharing stories about transition or loss appropriate for the child's age.

Observing children to identify behaviour changes, areas of interest and friendships, speak to the parent to discuss concerns.

Having puppets and dolls in the role play area for children to use to express themselves.

Have role play area about dentist – so child becomes familiar with dentist.

- Assess interventions that can be provided to support children during periods of transition and significant events

Discuss what you have done to support the child with their transition, did this work well? If yes, how did it work well? Or did it not work well? What changes can you make in the future?