

## EARLY YEARS POLICY ADVICE:

# PROFESSIONALISM – EARLY YEARS AS A CAREER

### IMMEDIATE CONCERNS

- Develop an Early Years QTS (Birth to Six) teacher training programme with Qualified Teacher Status as the only *graduate* qualification for those working in educational settings with children from birth to age six. This ensures parity across all educational age groups.
- Develop Teachers' Standards (Early Years) with QTS, to *more fully* include,
  - Appropriate care and education for babies, toddlers and young children, including play;
  - Child development across the full age range, including attachment theories;
  - Health and well being;
  - Leadership including quality improvement and leading practice;
  - Multi agency working;
  - Parent partnerships;
  - Reflective practice;
  - Work with children from diverse communities and with a range of needs
- Amend the Statutory requirements for qualifications, linked to the EYFS Statutory Framework 2012 and Ofsted Early Years inspection framework by
  - September 2016. The amendments must reflect two issues and be supported through adequate funding for children's places:
    - A member of staff with Early Years QTS (Birth to Six) must lead practice in every setting, although small settings and childminders might have shared leadership
    - All staff who are counted in staff: child ratios must, as a minimum, meet the criteria for level 3 Early Years Educator
- Make transparent the mechanisms by which the current workforce with existing qualifications such as EYPS, NVQ and Early Years Teacher can readily meet the criteria for the *new* Early Years Educator title and Early Years QTS (Birth to Six) in the move to standardisation of qualifications and titles.
- Develop, support and maintain local interdisciplinary communities of learning (including colleagues working in health and social services and the voluntary sector) across the range of settings and types of provision to maintain best practice relating to pedagogy, inclusion, cross cultural perspectives, health

and well-being, and leadership. This benefits children.

- Review the processes, structures and training/professional development for effective interprofessional working in early years care, education, health and social services beyond children's centres, particularly in light of the two-year-old offer.

## MID-TERM ISSUES

- Develop a standard for professional development of the early years workforce, recognising the many entry routes to the workforce, the complexity of the role and of the sector. Include interprofessional and multiagency working in Continuing Professional Development.
- Make clear the required content and teaching of *pre*-early years courses for sixteen-year-olds in schools and colleges, and the minimum standards to progress into level 3 courses in early childhood education and care.

## LONG TERM ASPIRATIONS

- Parity in pay and conditions between those who are teachers within schools, and those who are teachers in the early years sector, including the private, voluntary and independent (PVI) sector. This would be a major enticement to attract and retain high calibre staff in the early years workforce.
- Develop a register of Early Years Educators and Early Years Teachers with a requirement that there is an annual demonstration of the suitability of the individual to remain on the register and be fit to practice. This would include annual requirements for CPD relevant to the role.
- Establish a Teaching Council and/or other professional body for EY professionals.

### One of six documents from:

**BERA/TACTYC (2014) Early Years: policy advice and future research agendas**

### For further information and the full document see:

**[www.tactyc.org.uk](http://www.tactyc.org.uk) • [www.bera.ac.uk](http://www.bera.ac.uk)**

## References

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