

## Chapter 1

# Getting Started – An Introduction to the New Era Early Years Professional Status

### Chapter Overview

This first chapter explores what the new era EYPS is and why it is so important for those aspiring to achieve the status to understand how a number of seminal early years policy and reviews initiated by the Coalition Government (2010–present) contributed to the formulation of eight national standards which set out the national expectations to be met by anyone who is aspiring to gain the status.

The new era Early Years Professional Status (EYPS) (2012–15) is aligned to the Coalition Government (2010) early years sector reforms, and is designed to instil even more confidence in the profession with a call for a focus on early intervention and investment in high-quality services.



### Points for Reflection

The Teaching Agency (2012a: 1.27) strategic priorities for the new-era EYPS programme are to:

- ✓ Direct activity so that early years professionals are most likely to benefit children at the greatest disadvantage
- ✓ Develop sustainable alternative funding sources for early years professional training
- ✓ Actively engage with, and respond to, the needs of employers in order that there is a sufficient supply of high-quality early years professionals to meet demand
- ✓ Encourage more applications from under-represented groups (e.g. men and people from minority ethnic groups) to undertake training and enter the workforce.

Seminal research evidence presented in this chapter, for example, Field (2010), Marmot (2010), Tickell (2011), Allen (2011), Munro (2011) and the Coalition Government (2010–present) policy statement ‘Supporting Families in the Foundation Years’ (DfE, 2011a) will help to contextualize the growing importance of the status, and where the transformational Early Years Professional (EYP) role might be heading in the future. From April 2012, the Teaching Agency became responsible for the supply of EYPS, which aligns your training for the status even more closely to teachers, other early years workers, school support staff, special educational needs coordinators (SENCOs) and educational psychologists.

This chapter provides up-to-date advice and guidance for all those training to achieve the new era Early Years Professional Status (EYPS). The chapter initially examines the background to the workforce reforms that set out to professionalize the early years sector under the Labour Government (1997–2010) and goes on to set the scene for the new era Early Years Professional Status (EYPS) which continues under the Coalition Government.

## The New Era EYPS

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I feel very privileged to have shared in my past and present students’ journeys to becoming Early Years Professionals (EYPs) and believe them all to be truly outstanding individuals. As EYPS Programme Director, like many others, I have contributed significantly to the past and present Governments’ agenda to transform the early years sector. The transformation began under the auspices of the Labour Government with the CWDC driving the strategy between 2006 up until March 2012. During 2011, public sector spending cuts became a glaring and unpleasant reality in England; however, at the same time there were increasing calls for the early years services to do better in addressing the needs of children and families with the most complex needs (Goddard and Temperley, 2011). Despite the early years in England being caught up in the financial constraints imposed during a time of austerity, the Coalition Government (2010–present) announced its intention to continue to fund the Early Years Professional Status programme during 2011. This decision was mainly influenced by the research evidence presented in the series of seminal reviews, namely: Field (2010), Marmot (2010), Tickell (2011), Allen (2011), Munro (2011), and the Coalition Government’s policy statement ‘Supporting Families in the Foundation Years’ (DfE, 2011a). Dame Clare Tickell’s review of the Early Years Foundation Stage (2011) and the Evaluation of the Graduate Leader Fund final report (Mathers et al., 2011) further strengthened the case for training graduate level EYPs by recognizing the influence that a well-qualified workforce can have on the quality of provision and outcomes for young children. The key findings of the *Evaluation of the Graduate Leader Fund – Final Report*, commissioned by the Department for Education (DfE) and carried out by the National Centre for Social Research, the University of Oxford and the Institute of Education (University of London), are presented in Table 1.1.

Table 1.1 *The key findings of the Evaluation of the Graduate Leader Fund – Final Report (July 2011)*

Key findings:

- Settings which gained a graduate leader with EYPS made significant improvements in quality for pre-school children (30 months to five years), as compared with settings which did not. The evidence also suggests that EYPS provided ‘added value’ over and above gaining a graduate.
- Improvements related most strongly to direct work with children, such as support for learning, communication and individual needs, reflecting the role of EYPs as ‘leaders of practice’. EYPs were more influential on the quality of practice in their own rooms than on quality across the whole setting. The more time EYPs spent in rooms with children, the greater their impact on the quality of provision in that room.
- The qualification level of the whole staff team was significantly related to quality, particularly in the more ‘educational’ dimensions of provision for pre-school children. Other factors, such as staff experience and adult–child ratios, were identified as being important for the more nurturing and ‘care-based’ aspects of provision.
- Findings from the qualitative case studies suggest that the success of the EYP role relies on three interrelated components: leadership and other skills gained through EYP pathways, and later CPD opportunities; the EYP’s position within the setting; and the extent to which the role and remit of the EYP is defined and agreed.

*Source:* Mathers et al. (2011).

Thus, the funding allocated during these times of austerity presents new and exciting challenges for those of you aspiring to become an EYP. You will need to follow in the footsteps of those who have already gained the status and use your ability as a change agent to play a pivotal role in driving the Minister of State for Children and Families vision ‘... to combat inequality, help tackle poverty and improve the life chances of the most disadvantaged children’ (TA, 2012b: 1.11: 7).



### Points for Reflection

Reflect on the Coalition Government’s strategy to combat inequality, help to tackle poverty, and improve the life chances of the most disadvantaged children in an early years setting. Identify a child or group of children in your setting, service or network that are deemed to be at a disadvantage.

- ✓ What support have you put in place for the child/group of children?
- ✓ How did you target the support for the child/children?
- ✓ How did you lead others to support the child/children?
- ✓ What did you do in your own practice to support the child/children?
- ✓ What impact did your targeted support make?

**Look at the EYPS standards:**

- ⇒ CWDC (2008b) S13, S20
- ⇒ TA (2012a) S1, S4, S6, S7, S8

### Point to Remember

'Leadership is linked to learning, early childhood practitioners will learn from one another because the leader subtly nurtures collaborative learning by acting as a model, learner and facilitator.' (Solly in Rodd, 2006: 7)

The final evaluation of the three-year longitudinal study on the impact and role of EYPS (Mathers et al., 2011) shows the positive impact that graduate-level training has made towards the on-going professional identity of early years practitioners. The initial findings are featured in Table 1.2.

Table 1.2 *Interim findings of the longitudinal study of those who have achieved Early Years Professional Status (CWDC, 2011)*

- Over three-quarters (76%) of respondents felt EYPS had improved their sense of professional status.
- 80% felt EYPS had increased their confidence as a practitioner.
- Nearly two-thirds (62%) felt they now had greater credibility with colleagues.
- The EYPS programme has had a substantive impact on practitioners' ability to effect change in their settings and to communicate ideas for effective change to other staff.
- Practitioners with EYPS were heavily involved in their settings, supporting others, acting as mentors and coaches, and leading a number of Continuing Professional Development (CPD) activities.
- Overall, practitioners were extremely positive about the impact of obtaining EYPS on their ability to carry out their current role across a range of skills, knowledge and understanding.

*Source:* The Centre for Development and Applied Research in Education at the University of Wolverhampton commissioned by CWDC, *Longitudinal Study of Those who have Achieved Early Years Professional Status* (<http://www.cwdcouncil.org.uk/research/projects/current/longitudinal-study-of-those-who-have-achieved-early-years-professional-sta>).

## Background to the Early Years Professional Status

Early education and care received considerable attention under the Labour Government in England (1997–2010), who pledged to ensure the availability for parents of more child-care places, better quality early education and care, and greater choice and accessibility. In 2006, the first ever legislation specific to early childhood education and care received royal assent. The Childcare Act 2006 places a statutory duty on Local Authorities to take lead responsibility for childcare in partnership with others, to raise quality, improve delivery and achieve better results.

A further priority was to develop more integrated provision that sought to improve well-being and reduced inequalities in relation to the five outcomes of *Every Child Matters* (DfES, 2003a).

*Every Child Matters* set out the five outcomes that mattered most to children and young people:

- ✓ Being healthy: enjoying good physical and mental health and living a healthy lifestyle
- ✓ Staying safe: being protected from harm and neglect
- ✓ Enjoying and achieving: getting the most out of life and developing the skills for adulthood
- ✓ Making a positive contribution: being involved with the community and not engaging in anti-social or offending behaviour
- ✓ Achieving economic well-being: not being prevented by economic disadvantage from achieving one's full potential in life.

The Government's aspiration to change the early years workforce was initially outlined in *The Children's Plan: Building Brighter Futures* (DCSF, 2007b) and *Every Child Matters: Change for Children* (DfES, 2003a), and provided the context for the Labour Government reforms. Running parallel to this are a number of early years research initiatives, including the DfES-funded longitudinal study of Effective Provision of Pre-school Education (EPPE; Sylva et al., 2004), which influenced the Government's commitment to providing high-quality, pre-school childcare provision for children, parents, carers and society in general, as recognized in the Government's *Choice for Parents, the Best Start for Children: a Ten-year Strategy for Childcare* (DfES, 2004a). The strategy not only championed the development of high-quality childcare provision, but also signalled the notion that working with pre-school children should have as much status as a profession as teaching children in schools.

The Government undertook a consultation with early years stakeholders about the proposals outlined in the children's workforce strategy through the *Children's Workforce Strategy: A Strategy to Build a World-class Workforce for Children and Young People – Consultation Document* (DfES, 2005). The consultation revealed that there was widespread support for the new role of Early Years Professional (EYP) to be introduced to those practitioners leading early years practice in the early years sector. Following the *Children's Workforce Strategy*, the Labour Government's *Response to the Consultation* (DfES, 2006a), set out its aspiration to develop a first-class workforce and a commitment to develop the EYP role. I acknowledged in the first edition of this book that in order to achieve the Government's vision to transform the early years 'it will rely on early years practitioners being much more accountable for the delivery of high-quality childcare and education and the achievement of better outcomes for children and their families' (Reardon, 2009: 2).

During this period, seminal research evidence presented in the EPPE report (Sylva et al., 2004) identified a number of key challenges relevant to the new EYP role, these

were presented in the *Children's Workforce Strategy: The Government's Response to the Consultation* (DfES, 2006a). They include:

- ✓ recruiting more people into working in the early years workforce
- ✓ developing and training existing practitioners in the early years workforce
- ✓ strengthening ways of integrated working and developing new workforce roles across the early years workforce
- ✓ improving and strengthening leadership and management roles in the early years workforce.

While the Government's proposal to address these key challenges was outlined in *Choice for Parents, the Best Start for Children: A Ten-year Strategy for Childcare* (DfES, 2004a), one of the biggest ramifications for early years practitioners with existing leadership and management roles, and for those who aspired to become future leaders and managers, was that they were required to gain higher academic qualifications. For many early years managers and leaders, this meant accessing an early years foundation degree (FD) or Bachelor of Arts (BA) degree at a local university. During this period *Choice for Parents, the Best Start for Children* (DfES, 2004a) called for:

- ✓ leaders with higher qualifications
- ✓ trained teachers working alongside and supporting other staff
- ✓ practitioners having a good understanding of child development and learning.

The action plan acknowledges that, at the time of publication, the number of graduate-level leaders in early years settings, outside schools, was very low, particularly in the private and voluntary and independent (PVI) sectors. Traditionally, it was the requirement for early years leaders and managers to be qualified up to level 3, many of whom would have gained a National Diploma or a NVQ from awarding bodies such as CACHE (Council for Awards in Children's Education) or BTEC Edexcel. At that time the Children's Workforce Strategy recommended that the following roles were linked to the following qualification levels:

- ✓ Level 2 – assistant early years practitioner
- ✓ Level 3 – early years practitioner
- ✓ Level 4 – senior early years practitioner
- ✓ Level 5 – assistant early years professional
- ✓ Level 6 – early years professional at an equivalent level to qualified teachers
- ✓ Level 7 – leader/manager.

As part of the Government's aspiration to raise the skills and the academic qualification levels amongst the early years workforce, it was announced that the Children's Workforce

Development Council (CWDC) would take the lead on any development work and on the investment to support the training and development of early years professionals. Working closely with the Government and its partners, the CWDC determined the qualification levels for early years leaders and the direction of workforce reforms. CWDC introduced the first phase of EYPS training pathways for early years professionals at graduate level (level 6) during 2006 to commence in January 2007 (CWDC, 2006).

At that time in order to achieve EYPS, practitioners needed to demonstrate that they met the CWDC national standards. The standards form the basis for the assessment and accreditation for the award of the EYPS and set out the national expectations for anyone wishing to gain the status. The standards are outcome statements that describe what Early Years Professionals need to know, understand and be able to do, applying these to practice with children from birth to the end of the Early Years Foundation Stage (age 5) (CWDC, 2008b). During July 2011 the Minister of State for Children and Families, Sarah Teather, announced that CWDC were to undertake a review of the EYPS standards within ‘Supporting Families in the Foundation Years’ (DfE, 2011a). This resulted in a re-launch of the EYPS standards during May 2012. The Review of the EYPS standards was led by CWDC during 2010 to July 2011, and, subsequently, the Teaching Agency (TA) between August 2011 and May 2012. The Review team were supported by an external reference group who had an in-depth understanding of the EYPS programme. At the same time as the Review was taking place there was significant policy activity in this area. There was a consultation on the Early Years Foundation Stage (EYFS) which resulted in the revised EYFS being published in March 2012, just prior to the end of the Standards Review. Professor Nutbrown’s Review of Early Years Qualifications commenced in October 2011 and the interim report was published in March 2012 (DfE, 2012b).

The CWDC 2007 standards for EYPS support the *Every Child Matters* agenda (DfES, 2004d), the 10-year childcare strategy *Choice for Parents, the Best Start for Children* (DfES, 2004a), the Childcare Act 2006, and the introduction of the EYFS (DCSF, 2008b). Combined, these strategies reflected the Labour Government and CWDC’s vision that over time practitioners holding EYPS will become early years workforce ‘change agents’, and will use their high-level professional skills and abilities to transform the early years sector, thus providing better outcomes for all children by:

- ✓ raising the quality of early years provision
- ✓ leading practice across the EYFS
- ✓ supporting and mentoring other practitioners
- ✓ modelling the skills and behaviours that safeguard and support children.

As part of the Coalition Government sector reforms, the Children’s Workforce Development Council closed on 31 March 2012 and the EYPS was transferred to the Teaching Agency during April 2012.

From January 2012, funding for Early Years Professional Status (EYPS) became available for those working across all early years settings, including maintained settings. Under EYPS 2007, access to funded places for people already working in the early years sector was restricted to private, voluntary and independent (PVI) settings, Children's Centres and child-minders. When commissioning the new programme, Sarah Teather, Minister of State for Children and Families, confirmed that places and funding should now be opened up to candidates working in maintained settings, which means that those working in nursery schools and maintained schools with reception classes are now eligible. Anyone on a full-time training pathway undertaking placements in a maintained school is also eligible.

This move to extend funding and access reflects the Coalition Government's Early Years ambition to prioritize places and funding to candidates working in settings in the most disadvantaged areas, rather than to fund places by setting type. This new approach is informed by the aforementioned recent research evidence (Field, 2010; Marmot, 2010; Allen, 2011; Munro, 2011; Tickell, 2011), which suggests that the quality of the workforce has a direct impact on the outcomes for children, and that, in particular, a highly skilled and qualified workforce can be of greatest benefit to those children in areas of disadvantage. The key differences between the EYPS 2006–2011 programme delivered under the CWDC and the new era EYPS 2012–15 now being delivered under the Teaching Agency (2012a) are set out in Table 1.3.

In the last edition of this book I noted that over time practitioners holding EYPS will become early years workforce 'change agents' and will use their high-level professional skills and abilities to transform the early years sector, thus providing better outcomes for all children by:

- ✓ raising the quality of early years provision
- ✓ leading practice across the EYFS
- ✓ supporting and mentoring other practitioners
- ✓ modelling the skills and behaviours that safeguard and support children.

I have since been privileged to witness at first hand the transformational role that many of my students have played in meeting these outcomes. It is good to know that the EYP role will continue to evolve under the auspices of the Teaching Agency, albeit the role will be personalized according to the context of the setting, for example as a child-minder, within a Children's Centre, a private, voluntary and independent (PVI) pre-school, nursery or maintained school. The TA continues to recognize that roles vary depending on the size of the setting, the internal organization and the professional role held. Whatever context you work within or whatever role you hold as an aspiring EYP you will need to sign up to being a reflective practitioner and use this attribute to lead and support others in order to effect change and improve outcomes for all children.



Table 1.3 *Key differences between the EYPS 2006–2011 programme delivered under the CWDC and the new era EYPS 2012–15 now being delivered under the Teaching Agency (2012a)*

Change	EYPS in 2006–11	EYPS in 2012–15
EYP Standards	All students who joined a pathway on or prior to January 2012, assessed using the 39 CWDC 2007 National EYPS Standards	All students who joined a pathway on or after September 2012 to be assessed using the 8 Teaching Agency (TA) 2012 National EYPS Standards
Funding sources	CWDC held the funding monopoly prior to January 2012	The Teaching Agency became responsible for the funding allocation to all 'Prime Organizations'. In addition to this, Training Providers are now encouraged to develop new self-funding sources (e.g. individuals, employers, local authorities and corporate sponsors). Training Providers now able to charge fees to candidates not covered by Teaching Agency funding
Pathways	Five pathways: <ul style="list-style-type: none"> <li>• Validation (3 months)</li> <li>• Short (6 months)</li> <li>• Long (15 months)</li> <li>• Full (12 months)</li> <li>• ECSD (12–20 months)</li> </ul>	Four pathways: <ul style="list-style-type: none"> <li>• Graduate Practitioner Pathway (GPP, 6 months)</li> <li>• Undergraduate Practitioner Pathway (UPP, 12 months)</li> <li>• Graduate Entry Pathway (GEP, 12 months)</li> <li>• Undergraduate Entry Pathway (UEP, 24 months)</li> </ul>
Minimum intakes	No minimum intakes	Minimum capacity set for Prime Organizations.
GCSE requirements	GCSE English and maths was required on completion	GCSE English and maths will be required on entry
Fitness requirement	Candidates required to be 'physically and mentally fit to work as an EYP'	There will be no fitness requirement but guidance will be provided
Overseas candidates	Candidates were required to be able to 'live and work in the UK'	Candidates must have the right to work in the UK for at least the duration of their pathway
Funding amounts	There was a standard funding amount for each pathway place	Funding amounts have been reduced in recognition of market conditions and efficiency gains required by Government. A component of funding will be dedicated to degree top-up on the UPP
Method of procurement	Training Providers were procured through an open tender	Contractors procured through the National College's collaborative framework agreement
Deferral	Candidates allowed to defer for an unspecified duration	Contractors will be required to employ formal procedures and stringent monitoring of deferral. Deferral will be time limited and at candidates' formal request
Outcomes	Candidates that received a 'not met' outcome were able to start a pathway with full funding an unlimited amount of times	Candidates that receive a 'not met' will be unable to receive funding to undertake a pathway again but will be able to self-fund
Recruitment	Universal within settings parameters	Focus on disadvantaged and under-represented groups across all settings
Selection criteria	None	Required to enable recruitment to funded places to meet policy needs

Source: <http://www.education.gov.uk/childrenandyoungpeople/earlylearningandchildcare/delivery/b00201345/graduate-leaders/eyps/changes>

In my experience the graduate requirement of the EYPS programme encourages participants to reflect on the way that they do what they do in a critical and analytical manner. Reading and research undertaken as part of the programme will support you to challenge the practice in your settings and develop a clear understanding about why you do what you do. The TA (2012b, 1.8: 6) states that 'EYPS are graduate level practitioners who have a clear understanding of the reasons why they are acting in particular ways. They recognise their role in improving the experiences and life-chances of children and in maximising their opportunities.'

### Points to Remember

'Reflective practice as an integral part of professional identity develops most effectively within a culture or learning community where individuals are actively listening and responding to the thoughts and experiences of others'. (Reed and Canning, 2010: 10)

'To think critically and creatively and to develop beyond the role as worker – as technician.'  
(Moss, 2008: xiii)

### Points for Reflection

Reflect on the reasons why you are aspiring to become an EYP.

- ✓ Who are you?
- ✓ What do you do?
- ✓ Why do you do what you do?

## Pathways to EYPS 2012–2015

Working closely with the Government and its partners, the TA (formally CWDC) determined the pathways and qualification levels for early years leaders. Right from the start of your EYPS pathway you will need to reflect on how best you are able to

demonstrate your competencies against either the CWDC 2007 or the TA 2012 national standards (featured at the end of the book). Those of you who commenced your pathway before September 2012 will be following the CWDC standards, and those of you who began your pathway during September 2012 and beyond will be following the TA standards. Each set of standards are outcome based statements and describe exactly what you will need to know, understand and be able to do, and apply to practice with children from birth to the end of the Early Years Foundation Stage (EYFS). ‘The standards cover essential aspects of high quality practice and leadership. They promote mentoring, reflection and working in partnership with parents/carers and professionals to ensure effective early education and care of all children’ (TA, 2012b: 2).

There are four EYPS Pathways being offered for the duration of the 2012–15 project. They are:

- 1 The Graduate Practitioner Pathway (GPP). This pathway is designed for graduates who currently work in the sector. The term ‘hit the ground running!’ is commonly used to describe this pathway as you should only require a small amount of learning or experience, and should already be in a position to start demonstrating the eight national EYPS standards. The normal duration of this pathway is six months, however at the discretion of your Prime Organisation it may be possible to extend it up to nine months.
- 2 The Undergraduate Practitioner Pathway (UPP) is designed for practitioners who hold an early years related foundation degree (level 5 equivalent) and a leadership role within the early years sector. Participants on this pathway will be required to top up to a BA degree as part of the pathway, as well as undertaking the validation for EYPS. The normal duration of this pathway is 12 months.
- 3 The Graduate Entry Pathway (GEP) is designed for new entrants to the sector who hold a degree and have limited experience of working with children from birth to 5. This pathway will give those aspiring to work in the sector the opportunity to gain the necessary knowledge and understanding and relevant work experience. The normal duration of this pathway is 12 months.
- 4 The Undergraduate Entry Pathway (UEP) is designed for undergraduates completing a degree in Early Childhood Studies. This pathway will give those aspiring to work in the sector the opportunity to complete their BA studies and gain relevant work experience. The normal duration of this pathway is 12 months.

The first two pathways are ‘practitioner’ pathways and are designed to be delivered part-time to practitioners working in the early years workforce. The last two pathways are full-time ‘entry’ pathways and are designed for those who are new to

the early years workforce. Under the remit of the EYPS 12–15 project you can apply for a place funded by the TA or opt to self-fund. To be eligible for a funded place you will need to meet the specified entry criteria set out in Table 2.2 in Chapter 2. If your EYPS pathway is funded by the TA it must be delivered in England and you will be required to be working in, or undertaking work-based placements in a setting in England.

## Continuing the Journey

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As previously mentioned, I feel very privileged to have witnessed at first hand the transformational role that many of my students have played. The EYP role is continually evolving and continues to vary according to the context within which EYPs work, for example as a child-minder, within a Children's Centre, a private, voluntary and independent (PVI) pre-school, nursery or maintained school. The TA (formally CWDC) also recognizes that the role will vary depending on the size of the setting, the internal organization and the professional role held – whatever context you work within or role that you hold.

The TA outlines two attributes that you should possess: firstly, you should be reflective practitioners and secondly you should lead and support colleagues in order to effect change and improve outcomes for children.

The previous Labour Government's (1997–2010) policy and aspiration to create a highly skilled workforce for the early years sector was initially based on research evidence – for example, amongst other studies, the DfES-funded longitudinal study of Effective Provision of Pre-school Education (EPPE; Sylva et al., 2004). The study highlighted the importance of providing good quality stable early education and care experiences for early childhood social, behavioural, emotional, psychological, physical and cognitive development and in their well-being now and in their futures. Key EPPE findings suggest that the higher the staff qualifications, the more developmental progress children make in the pre-school period.

In my previous edition I highlighted the fact that in order for children to achieve better outcomes, they need to be afforded high quality childcare provision that fosters secure relationships and offers an appropriate learning environment with high-quality teaching and learning experiences. Amongst many others, the Effective Provision of Pre-School Education, Research into Effective Pedagogy in Early Learning, Study of Pedagogical Effectiveness in Early Learning (2008) offers an evaluation tool to promote effective early years practice. This tool, outlined in Figure 1.1, encourages those using it to consider not only the workforce, but also the issue of practice as well as content and environment.

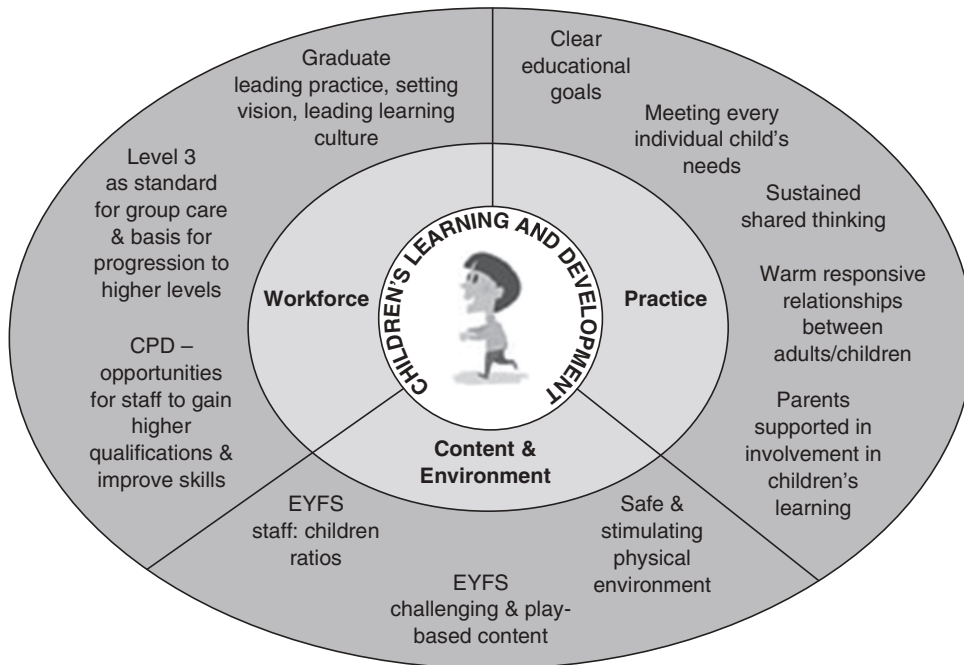


Figure 1.1 *Quality audit tool*

Sources: Department for Children Schools and Families PowerPoint presentation, EYFS, Effective Provision of Pre-School Education, Research into Effective Pedagogy in Early Learning, Study of Pedagogical Effectiveness in Early Learning (2008).

### Theory into Practice

'Empowerment is what leaders give to their people; self-leadership is what people do to make empowerment work.' (Blanchard, 2007: 107)

Right from the start of your programme, you will need to consider the range and type of national and local statutory and non-statutory frameworks that you work within. You are also advised to reflect on which leadership styles to adopt in order to mentor and empower other early years colleagues to bring about change and to implement the required policies and practice within your early years setting.



### Leadership Activity

- What current policy, legislation and statutory frameworks, including the EYFS, apply to your setting?
  - How do you support and mentor other practitioners to understand how current policy legislation, and statutory frameworks, including the EYFS, applies to the setting?
  - How do you shape and support the implementation of policies and practices within the setting?
- ⇒ Look at the CWDC (2008b) EYPS standards S1, S4 and S5
- ⇒ Look at the TA (2012a) EYPS standard S1, S8

At the time of writing of this second edition, for those of you embarking on your journey to becoming an EYP during 2012, you will be starting to implement the early years reforms set out in the Coalition Government's visionary document *Supporting Families in the Foundation Years* (DfE, 2011a). Those of you who started your journey post-2012 will now be embedded in the reforms. Whatever point you are at, your EYPS delivery partner will support and encourage you to use your graduate skills to critically analyse the most effective ways of leading the reforms. Chapter 10 shows how your BA graduate level 6 skills corroborate with the requirements of the EYPS. Your graduate skills will help you to develop a strong sense of vision and the necessary change management skills to drive the reforms forward.

Early years consultations and changes to practice driven by the TA during 2012 include:

- The New Teaching Agency remit to include early years professionals
- A reformed Early Years Foundation Stage, led by the Children's Minister Sarah Teather 2011–12
- A Foundation Years Qualifications Review led by Professor Cathy Nutbrown in 2012
- Proposals for a revised framework for the regulation and inspection of registered early years provision
- Revising the local authority statutory guidance (known as the Code of Practice) for early education, to increase flexibility and reduce bureaucracy
- Robust integrated working between health, social care and early years, with a proposal for new Health and Well-being Boards
- Trialling an extension of the specialist leader of education (SLE) role for the foundation years.



### Points for Reflection

- ✓ Supporting Families in the Foundation Years (DfE, 2011a) sets out a vision to place parents and families at the heart of services.
- ✓ The CWDC (2008b) EYPS standards 29–32 ask you to show how you ‘Communicate and work in partnership with family and others’.
- ✓ The TA (2012a) EYPS Standard 2 asks you to ‘Work directly with children and in partnership with their families to facilitate learning and support development’.

Reflect on the ways that your graduate studies have supported you to lead others to involve parents in their child/children’s learning, well-being and development.

Key issues for research continue to be how to involve parents in ways which are inclusive, participative, respectful and meaningful. Some settings have developed an international reputation for their work in involving parents in their children’s learning, for example the Pen Green Centre (Arnold, 2001; Whalley and the Pen Green Team, 1997), the Coram Children’s Centre in London (Draper and Duffy, 2001) and the Sheffield Children’s Centre. (Nutbrown, 2006: 98)

### Further Reading

- Allen, Graham (2011) *Early Intervention: The Next Steps*. London: Cabinet Office.
- Field, Frank (2010) *The Foundation Years: Preventing Poor Children Becoming Poor Adults*. London: Cabinet Office.
- HM Government (2011) *Opening Doors, Breaking Barriers: A Strategy for Social Mobility*. London: Cabinet Office.
- Mathers, Sandra, Ranns, Helen, Karemaker, Arjette, Moody, Alison, Sylva, Kathy, Graham, Jenny and Siraj-Blatchford, Iram (2011) *Evaluation of the Graduate Leader Fund – Final Report*. Department for Education. Available at: <https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR144.pdf>
- Miller, Linda and Hevey, Denise (2012) *Policy Issues in the Early Years*. London: Sage. Available at: <http://www.uk.sagepub.com/books/Book236020?siteId=sage-uk&prodTypes=any&q=linda+miller&fs=1>
- Reed, Michael and Canning, Natalie (2012) *Reflective Practice in the Early Years*. London: Sage. Available at: <http://www.uk.sagepub.com/books/Book233420?siteId=sage-uk&prodTypes=any&q=michael+reed&fs=1>
- Tickell, Dame Clare (2011) *The Early Years: Foundations for Life, Health and Learning*. London: Department for Education.

## Useful Websites



'Exclusive: The Minister's View – Upskilling the Workforce', *Nursery World*, 26 January 2011 – <http://www.nurseryworld.co.uk/news/1051104/Exclusive-Ministers-View---Upskilling-workforce/>

*The Effective Provision of Pre-School Education [EPPE] Project Final Report 4*. Kathy Sylva, Edward Melhuish, Pam Sammons, Iram Siraj-Blatchford and Brenda Taggart, *Effective Pre-school and Primary Education 3–11 Project (EPPE 3–11) Final Report from the Primary Phase: Pre-school, School and Family Influences on Children's Development during Key Stage 2* (London: Department for Children, Schools and Families, 2008) – <http://publications.education.gov.uk/eOrdering-Download/DCSF-RR061.pdf>

The Teaching Agency, *Review of the Early Years Professional Status Standards* (May 2012) – <http://media.education.gov.uk/assets/files/pdf/r/eyps%20standards%20report%20may%202012.pdf>



Go to [www.sagepub.co.uk/Reardon2e](http://www.sagepub.co.uk/Reardon2e) for SAGE journal articles relevant to issues discussed in this chapter.