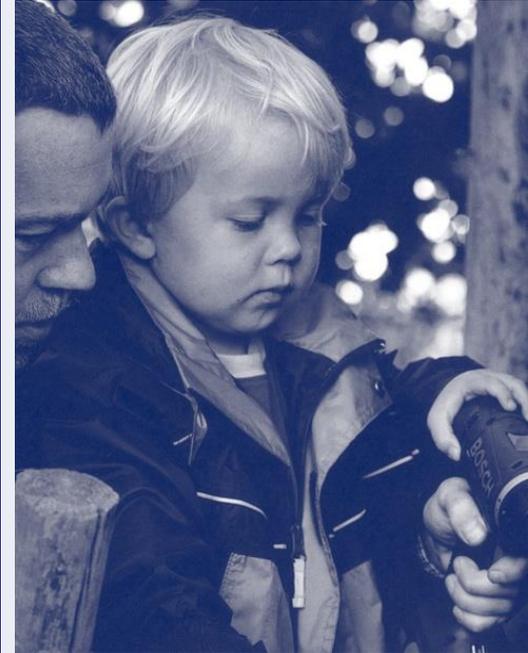


The Early Years Professional in England

Claire Cameron

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www.ioe.ac.uk/tcru



Thomas Coram (1668 – 1751)

- A philanthropist, networker, merchant seaman, who took pity on abandoned children and established a Foundling Hospital ‘for the maintenance and education of exposed and deserted young children’

Early childhood workforce reforms – 1997 -

- Substantial increase in resources 1997 – 2010 (6%)
 - School readiness - outcomes for disadvantaged children
 - Supporting employment – addressing child poverty
 - Improving quality - in largely private market
- Significant role of adults in quality of provision – new workforce models based on ‘graduate leaders’
- Increased take up via a part time entitlement (free) for three and four year olds, extended to some two year olds
- Cost of childcare: £106 pw for 25 hours (average): tax credits exist
- Informal care: 38% of families

Early Years Professional

- A bachelor level graduate model
- Designed to
 - Bridge the care/education divide
 - Work with children aged 0 -5
 - Lead change in practice
 - Implement a new curriculum
 - Work with the private market
- A teacher 'solution' but
- No attention to pay/conditions

Training delivered through 4 routes

- University based and private training providers
- Competence model: demonstrate can meet 39 national standards in six key areas
- Four pathways
 - Validation pathway, 3 months, for those with extensive experience, knowledge and skills
 - Short Extended professional development pathway, 6 months, 'top up' knowledge of standards across the full age range
 - Long Extended professional development pathway, 15 months, for those with a Level 5 qualification 'top up' their knowledge
 - Full training pathway, 12 months, for graduates in an unrelated subject and limited experience of children from birth to five

EYP in Practice

- Support: Graduate Leader Fund (£305m) – highly appreciated
- Popular: By 2012 11,000 EYPs qualified or in training (out of total workforce of 280,000)
- National target: One EYP per children's centre by 2010 and in every full day care setting by 2015 (dropped by incoming government)
- Focus: on enhancing quality via pedagogical interactions; pedagogical environment; structural issues
 - 'Higher levels of education, training and salary, combined with a lower level of staff turnover, produced corresponding measures of higher quality care'.

Cameo title	N =	Pathway	Auspice	Age group
Novice	98	Full pathway	Private setting	26 - 35
Owner/manager	362	Short pathway	Private setting	36 - 45
Home grown middle leader	346	Long pathway	Private/ vol/community/ local authority	26-35 35 – 45 46 - 55
EYP/Qual Teacher Status	468	Short pathway	Private setting	26 - 35
Under 2s	190	Short pathway	Private setting	26- 35
Childminder	50	Long pathway	Own home	36 - 45

Benefits of EYP

- Practitioners ... understood theorists better and how theory was applied in practice. They could identify stages of children's development taking place once they had studied the subject. They said they felt better equipped to explain development to parents once they had acquired the language of theory. Such knowledge made it easier and more enjoyable to work with parents.
- 'gave a 'refresher' in current thinking and practice and importantly the link between theory and practice and the research currently being conducted in the field of early years. My 'beliefs' were challenged at times and this has supported my development.' (Manager with 31+ years' experience)

Evaluations of EYP in their settings

- Positive impact on sense of confidence, knowledge and skills and participation in continued learning
- Improved career prospects, sense of professional status
- Realised leadership potential – over 80% thought they were better able to lead improvements

- Pedagogical interactions: most benefits in smaller, more stable settings; with older age groups
- Pedagogical environment: highly linked to improving interactions, most improvement seen in lower quality settings

Evaluation

- Structural issues: most impact where whole staff group held qualifications with educational dimensions
- More likely to be working in private for profit settings, in least deprived areas
- Very little impact on salaries – no mechanism for recognition of graduate status
 - EYP: £10 – 21k (\$15.6 – 31.8k)
 - Childcare: £14 - 16k (\$21.1 – 24.2)
 - EY Teacher: £21 – 37k (\$31.8 – 55.9k) (job ads in June 2013)

Issues and challenges

- Highly successful training model that was designed to meet the demands of diverse workforce
- Working in more affluent areas, and not addressing the issue of quality for under threes.
- Limits to a 'graduate lead' model – in larger, more complex settings, modelling is not enough – need critical mass of well qualified workers
- Professional recognition of role - increasing credibility within but largely invisible to parents/ those outside profession
- Lack of equivalence to qualified teachers, so hampering the upward shift to high quality ECEC for all children

Conclusions

- Appetite for professionalisation through education and training
 - Early success through local authority, settings and workers support via funding and targets
 - Performance competence approach – highly prescriptive
 - Market led provision not overcome lack of pay parity
 - Missed opportunity to create 0-5 teacher or pedagogue
- 2013 policy changes
- EYPs – replaced by Early Years Teacher (without QTS)
 - Childcare/nursery workers – replaced by Early Years Educator

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THOMAS CORAM RESEARCH UNIT
Institute of Education, University of London

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