



Hampshire & Isle of Wight
Lifelong Learning Network

EARLY YEARS STAFF DEVELOPMENT EVENT

30 April 2009

Macdonald Botley Park Hotel, Golf & Country Club, Botley, Southampton SO32 2UA

Notes from the Group Discussion on the EYP Role

Liz Brownhill from the Childrens' and Young People's Directorate of the IoW Council gave an overview of the Early Years and Childcare 10 Year Strategy and summarised progress made towards targets at this, the halfway point. Liz then facilitated lively small group discussion focussed on the Early Years Professional (EYP) role.

Participants were asked to consider two questions. Key points from discussions are captured under each question below.

1) What skills do you think need to be fostered now in your L3 and Foundation Degree students in order for them to become successful EYPs of the future?

- Communication
 - ability to write clearly for lots of different purposes
 - presentation skills
- Confidence and self-esteem
 - in themselves
 - self belief
 - confidence to stand up for what they are doing and why they are doing it (Ofsted, parents)
 - confidence to challenge
- Attitude
 - expectation to be a lifelong learner and how they translate and implement what they learn
 - willing to engage with new ideas
- Aspiration to achieve personally and to improve / lead practice
- Study skills / how to be an independent learner
 - being pro-active and taking responsibility for their own learning

Other points

- Need to encourage NVQ candidates to use number and language skills even though they are not necessarily required to do so for the NVQ
- Careers advice, at school, before starting L3 qualifications is needed
- Opportunities are needed for learners to practice a variety of skills e.g. Leading sessions, presenting, how to cascade information
- Developing an action plan and structure to leading practice could be helpful to EYPs. A suggestion was made to explore the possibility of including such an action plan in the local authority contract with settings. It was also noted that learners are not always aware that their setting receive financial support for the EYP from the local authority.
- Could PTLs be offered alongside EYP pathways? It was noted that for those who go on to teach there's a time limit for the validity of the PTLs.

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Notes from the Group Discussion on the EYP Role - continued

2) What differences in practice do you think there are between a L3 and a L6 practitioner?

- At L6 have more knowledge and more academic writing and research skills
- Level doesn't define the quality of a practitioner, but may expect a L6 practitioner to have wider appreciation
- Diversity of learning experience will continue through to L6. An individual approach and individual learning route is needed
- Ah historical hierarchy exists. Different positions filled by people with different level of qualifications. The sector is still dealing with this issue.
- Lots of differences at L3 alone (e.g. NVQ, A level routes). Can expect academic skills to be very different.

Other points

- The value of L6 training needs to be explained
- Confusion in sector about whether or not route from L3 to L6 is a managerial route. An expectation that those with L6 qualifications manage exists (EYPS being a L6 status is not understood fully)
- L6 seen as opportunity and progression. Is a professional Association for Early Years needed? It could help raise the status of the sector.
- NVQ L4 CCLD, Management and Montessori programmes often very useful stepping stones helping to boost learners' confidence to undertake a foundation degree and understand the need for one.

*Helen Briers
HI-LLN CYCS Development Manager
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