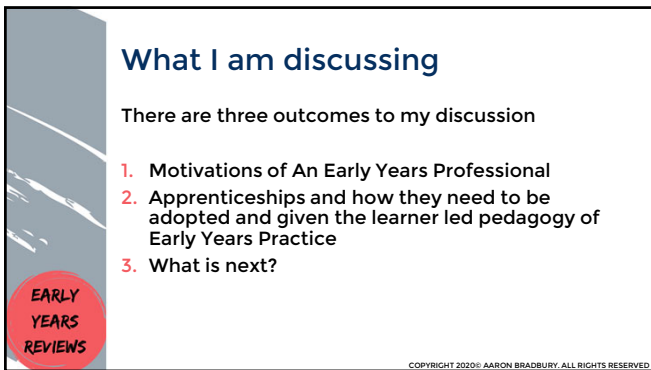
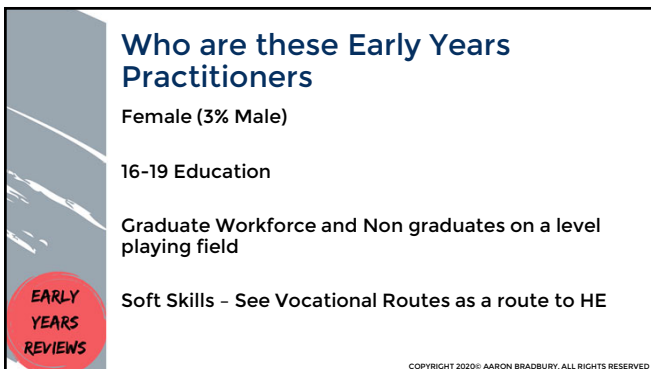


The Aspiring Practitioner in the Early Years








The Aspiring Practitioner in the Early Years

Motivation

- Joint research by the National Centre for Social Research (NatCen) with the Education Policy Institute (EPI) (2020) has found that while many staff initially pursued a career in the sector because of a love for early years.

What is the real Picture?

- Poor pay progression and low salaries, incompatible with increasing workload and responsibilities.
- Physical and emotional demands of the job, exacerbated by increasing paperwork and demands from employers and parents.
- Inability to support a family on current salaries.
- Lack of social recognition for early years education, perceived as 'an easy' option.




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Realisation

- The absent voice of the Level 3 student-practitioner in policy and literature.
- The changing nature of the ECEC sector and therefore the changing role of practitioners.
- The readiness of newly qualified practitioners for the role as it is articulated in policy, research and by employers.
- The value of being qualified

(Perkins, 2017)



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Apprenticeships in Early Years

How do we see apprentices?

Bradbury (2020)
Research is looking at the value of Vocational vs Apprenticeship Early Years Qualifications.

What is being highlighted is this research:

- The importance of high-quality training (Training Provider & Employer)
- More focus on the needs of the employer rather than a hybrid of what we have.
- Employers need to be prepared for an apprentice
- The value of being qualified



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Employers need to see their value

Employers are playing tug of war

Apprenticeships EYE Level 3 (Child)

Realisation/Policy Employers

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How can we change this?

We need to invest where it matters
Graduates
(If that is your approach)
Be a fair Employer
Advocacy

Informed Research Policy

A Collective Voice for change and Challenge
(The Early Years Academy - Self Motivation)

Conflict within our own Sector
(Dr Valerie Daniels)

We need to start within our workforce
Strengthen the Value of Early Years

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Developing the Early Years Workforce - It is time for change

- Student Led approaches
- Knowledge beyond Level 3
- More value given to Early Years Practice
- Post Qualifying Year - Regulatory Body
- Move Level 3 to Level 4
- Government backing of a more governed approach to the role
- Employers need to be united - we have too many voices
- Graduate Workforce - But, has to be achieved through work force model - not just academic.

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