

Early Years Placements

EARLY
YEARS

You might also like the following early years books from Critical Publishing

The Critical Years: Early Years Development from Conception to 5

Tim Gully

978-1-909330-73-3 Published June 2014

Developing as a Reflective Early Years Professional: A Thematic Approach

Hayes, Daly, Duncan, Gill and Whitehouse

978-1-909682-21-4 Published June 2014

Early Years Policy and Practice: A Critical Alliance

Pat Tomlinson

978-1-909330-61-0 Published September 2013

Global Childhoods

Monica Edwards

978-1-909682-69-6 April 2015

International Perspectives on Early Years Workforce Development

Ed Verity Campbell-Barr and Jan Georgeson

978-1-909682-77-1 Published January 2015

Well-being in the Early Years

Bligh, Chambers, Davison, Lloyd, Musgrave, O'Sullivan and Waltham

978-1-909330-65-8 Published September 2013

Most of our titles are also available in a range of electronic formats. To order please go to our website www.criticalpublishing.com or contact our distributor, NBN International, 10 Thornbury Road, Plymouth PL6 7PP, telephone 01752 202301 or email orders@nbninternational.com.

Early Years Placements

A Critical Guide to Outstanding
Work-based Learning



Jackie Musgrave
Nicola Stobbs

EARLY
YEARS

First published in 2015 by Critical Publishing Ltd

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission in writing from the publisher.

The authors have made every effort to ensure the accuracy of information contained in this publication, but assume no responsibility for any errors, inaccuracies, inconsistencies and omissions. Likewise every effort has been made to contact copyright holders. If any copyright material has been reproduced unwittingly and without permission the Publisher will gladly receive information enabling them to rectify any error or omission in subsequent editions.

Copyright © 2015 Jackie Musgrave and Nicola Stobbs

British Library Cataloguing in Publication Data

A CIP record for this book is available from the British Library

ISBN: 978-1-909682-65-8

This book is also available in the following e-book formats:

MOBI ISBN: 978-1-909682-66-5

EPUB ISBN: 978-1-909682-67-2

Adobe e-book ISBN: 978-1-909682-68-9

The rights of Jackie Musgrave and Nicola Stobbs to be identified as the Authors of this work have been asserted by them in accordance with the Copyright, Design and Patents Act 1988.

Cover and text design by Greensplash Limited

Project Management by Out of House Publishing

Printed and bound in Great Britain by Bell & Bain, Glasgow

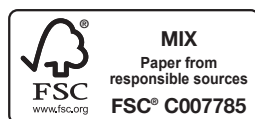
Critical Publishing

152 Chester Road

Northwich

CW8 4AL

www.criticalpublishing.com



Contents

	<i>Acknowledgements</i>	vi
	<i>Meet the authors</i>	vii
1	Introduction	1
2	Preparing for placement	4
3	Becoming a professional in practice	15
4	Safeguarding	27
5	Key documents	36
6	Your first day	50
7	Linking theory to practice	57
8	Observation, planning and assessment	69
9	Statutory assessment	81
10	Working with colleagues	87
11	Working with parents	96
12	Relationships with children	104
13	Reflecting on and writing about placement	113
	<i>Glossary</i>	124
	<i>Appendix 1: Teachers' Standards (Early Years) September 2013</i>	127
	<i>Appendix 2: Self-assessment audit of skills and knowledge</i>	130
	<i>Index</i>	136

Acknowledgements

Our grateful thanks to the students who have generously shared their experiences and provided contributions to this book.

We would also like to acknowledge our use of Crown copyright material.

Meet the authors



Jackie Musgrave is a senior lecturer in the Centre for Early Childhood at the University of Worcester. She qualified as a sick children's nurse and then taught early childhood care and education at a college of further education. She has taught higher education students for the past ten years. Jackie gained her Masters degree at the University of Sheffield, her dissertation focusing on an aspect of practice-based learning for level 3 students. Her thesis for her doctorate examined the effect of chronic health conditions on young children's inclusion in their early education.



Nicola Stobbs initially trained as a primary school teacher, teaching across various age groups. She then worked in an early years setting for 12 years as the setting manager. During that time, Nicola mentored many students on placement in her setting and also completed her MA in early childhood and gained Early Years Professional Status. Having combined her early years role with university tutoring for two years, Nicola then became a full-time lecturer at the University of Worcester. She remains committed to supporting students in becoming the excellent practitioners that children deserve.

1 Introduction

Work-based learning (WBL), sometimes known as practice-based learning or professional practice, is a vital component of vocational higher education courses. The skills and knowledge that you can gain from WBL can dramatically increase your employability. The focus of this book is to guide student practitioners on Early Childhood Education and Care (ECEC) courses through your WBL with the aim of enabling you to have an outstanding experience and maximise your future employability. This focus is especially pertinent because the early years workforce is becoming increasingly professionalised.

The Nutbrown Review has focused attention on WBL as a vital part of becoming an effective early years practitioner:

Practice placements are an essential part of training Students need to observe and work alongside practitioners whose practice is high quality ... Only settings that are rated 'Good' or 'Outstanding' by Ofsted should be able to host students on placement.

(Nutbrown, 2012, p 7)

There was also a recommendation that students should 'be experiencing practice in a variety of settings ... so that they can see different ways of working and learn from a variety of expert practitioners' (p 21). Further emphasis on the importance of placements was stressed by the recommendation that this should take place in 'at least three different and appropriate settings, to last a total equivalent of a minimum of twenty percent of the total course duration' (p 23).

Although some of you will have undertaken some WBL prior to beginning your course, many of you may regard the expectations of you as undergraduates as daunting as well as liberating. This is partly because you are expected to work as part of a team of practitioners rather than as a student under the direction of teachers or college tutors. Tutors will explain the activities that you are expected to undertake during placement, however there may be little time to address individual concerns or cover all possible eventualities. In addition to addressing the

needs of undergraduate students, this book will address the position of graduates who are trainees for Early Years Teacher Status (EYTS).

About this book

Each chapter has a visual map, which signposts the content of the chapter, and an explanation of how the content links to the Early Years Teacher Standards (that were published in September 2013). This book has been written in a way that incorporates our students' opinions and views, as well as advice from practitioners, in the form of *Dear Student* letters. The content of the letters is intended to offer you support by covering a range of subjects and issues relevant to WBL. Other features to help you understand the topic being covered include critical questions, case studies and critical reflections as well as suggestions for further reading.

Chapter 2 includes a range of practical considerations for you to address ahead of starting your placement. The theme of the chapter is to help you plan carefully for your WBL so that you do your utmost to ensure that you have an outstanding experience.

Chapter 3 deconstructs the meaning of professionalism for student early years practitioners. It explains the concept and helps you to understand what it means to be a professional student.

Chapter 4 outlines the main points about safeguarding and child protection. It draws on the messages learnt from Serious Case Reviews and focuses on your role in safeguarding children as a student in practice.

Chapter 5 summarises key documents that have formed government policy in recent years. The chapter content makes links to your practice and includes suggestions of how they influence your practice and how they can be used in your academic work.

Chapter 6 includes a range of practical guidance of what you can do to make a good impression on your first day. For example, how getting to know the routines straight away can reflect well on how you are viewed by your temporary colleagues.

Chapter 7 helps to define what is meant by 'theory' and explains how and what you can use to support theoretical understandings of your practice.

Chapter 8 emphasises the vital place of observation, planning and assessment in contemporary ECEC. The content explains in clear language the links between these three concepts. The content explains how observations are the key to knowing children and how in turn, knowing children can help you to plan how best to manage children's behaviour.

Chapter 9 addresses the statutory assessment elements of the Early Years Foundation Stage, including the 2-year-old check and the end of key stage profile.

Chapter 10 gives you some suggestions of how to manage relationships with colleagues when on placement. It addresses some of the difficulties that male practitioners can experience in a predominantly female environment.

Chapter 11 discusses some of the challenges associated with working with parents from your perspective as a student practitioner.

Chapter 12 explores the difficulties associated with student practitioner and child(ren) relationships. The content encourages you to acknowledge your own feelings in such relationships and encourages you to think about your responses to contradictory, and sometimes unethical practices that you may encounter.

Chapter 13 helps you to explore the concept of reflective practice in relation to your WBL experiences. There are examples that you can adapt to help you develop your skills in this important aspect of ECEC.

Before the appendices is a glossary of terms and acronyms used in ECEC.

Our commitment

As a Registered General Nurse/Registered Sick Children's Nurse and a trained primary school teacher, we are committed to the practice and principle of WBL, having benefitted from this when we were student practitioners and then subsequently as we mentored students undertaking WBL in our institutions post-qualification.

This commitment, based on our personal experience rather than evidence-based research, was upheld as we moved into higher education and we became responsible for the preparation of early childhood studies students in becoming professional practitioners. As we planned programmes that included elements of WBL we struggled to find a theoretical framework to guide our planning for student preparation for placement. Therefore, we decided to gain students and practitioners' views of what they think all students need to know as they partake in this valuable learning experience. We hope that you enjoy your placements, and most of all we hope that you find this book useful.

Reference

Nutbrown, C (2012) *Foundations for Quality. The independent review of early education and childcare qualifications. Final Report*. Runcorn: Crown Copyright. [online] Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175463/Nutbrown-Review.pdf (accessed 1 December 2014).

Glossary

2-year-old check	Statutory assessment which is part of the EYFS
Children's Centre	Place that offers multi-agency services for child development including the third sector (volunteers and charities).
CPD	Continuing Professional Development
Critical friend	Trusted friend who can provide support and give constructive criticism.
CV	Curriculum Vitae – a résumé of your professional experience and qualifications.
Development Matters	Non-statutory guidance material that supports practitioners in implementing the statutory requirements of the EYFS.
DBS	Disclosure and Barring Service: the service that makes police checks to identify whether people have a criminal record. It is a statutory requirement that people who are working with vulnerable people, such as children, are screened. If they have convictions for criminal activity, they may be barred from working with vulnerable people.
DSO	Designated Safeguarding Officer: is the designated member of staff in an organisation for staff to go to if they have a concern about safeguarding. The DSO is screened and trained to be able to conduct this role and will have up to date knowledge of referral routes.
Early Years Teacher	Recognised qualification in parallel with existing Early Years Professional.
ECEC	Early Childhood Education and Care
ECM	Every Child Matters
EYE	Early Years Educator

EYFS	Early Years Foundation Stage: the Statutory Framework which comprises of a set of Welfare and Learning Development Requirements that must be followed by providers who care for children between 0 and 5 years of age. The EYFS became statutory in 2008 and there were two revisions in 2012 and 2014.
EYITT	Early Years Initial Teacher Training
EYTS	Early Years Teacher Status
Mentor	Trusted advisor (possibly tutor or lead professional) who has experience in the early years, who is able to offer support and advice through reflection on work and practice.
Mentoring	Nurturing an individual's progression through a supportive, professional relationship with a mentor.
Multi-disciplinary	Using the input of several professional agencies at the same time.
Nutbrown Review	A review of childcare qualifications carried out by Professor Nutbrown on behalf of the government.
NCMA	National Childminders Association
Ofsted	Office for Standards in Education, responsible for inspections and grading of settings in line with the Early Years Foundation Stage.
Parents	Described in law to include biological relationship (mother, father) and any other responsible adult (carer) who has taken this role in a child's life.
Partnership with parents	Working relationship with parents/carers, which encompasses mutual respect and information sharing to promote equality and prevent unfair practice towards families and children.
PBL	Practice-based learning
Pedagogy	Theory and main beliefs of teaching children with regard to the nature of children's learning.
Practice	Work methods
Practitioners	Adults involved – in this regard – with caring and supporting young children's learning across a range of settings.
Reflective practice	Reviewing actions and outcomes to inform future practice.
SaLT	Speech and Language Therapist
Schema	A cognitive framework or concept that helps to organise and interpret information.
SCR	Serious Case Review
SEN	Special Educational Needs

Setting	A place where children and parents can access children's services. These cover a wide range of places including Children's Centres, nurseries, pre-schools or playgroups.
Te Whariki	New Zealand Early Years curriculum
UNCRC	United Nations Convention on the Rights of the Child
WBL	Work-based learning

SAMPLE

Index

- adjourning, 90
- Allen, G, 46
- Athey, C, 61
- attachment theory, 65

- Bowlby, J, 60, 65, 105
- Bruce, T, 62
- Bruner, J, 60

- case studies
 - comment on, 63
 - Little Stars Nursery, 30
 - Little Teds Nursery, 31–2
 - practitioner views, 25
 - pre-placement visit, 12
 - sustained shared thinking, 78–80
 - two year-old check, 83
 - Victoria Climbié, 34
- child development
 - chronic/complex medical need, 64
 - context and environment, 63
 - cultural expectations, 64
 - minor illness, 64
 - special educational needs, 64
- child protection, 28
- childminding, 20
- Children Act 1989, 29, 46
- Children Act 2004, 29
- chronic/complex medical needs, 64
- communication, 8
- Communication, 132
- communities of practice, 21
- continuing professional development, 19
- cultural unease, 93

- DBS. *see* Disclosure and Barring Service *Development Matters*, 70, 84
- Dewey, J, 115
- Disclosure and Barring Service (DBS), 33
- documents
 - age of opportunity, 44
 - Allen report, 41
 - EPPE project, 37
 - Every Child Matters, 46
 - Field report, 39
 - Marmot review, 39
 - Monro review, 46
 - Nutbrown review, 42
 - supporting families, 41
 - UNCRC, 46
- Donaldson, M, 60

- early childhood education and care (ECEC)
 - grand thinkers, 59
 - placement preparation, 6
 - theory in, 58
- Early Years Foundation Stage (EYFS), 29, 65
- Early Years Foundation Stage Profile (EYFSP)
 - case study, 84
 - research focus, 84
 - summary of check, 84
- Early Years Professional Status (EYPS), 18
- early years professionalism, 21
- early years settings, 5, 6
- Early Years Teacher Status (EYTS), 18
- ECEC. *see* early childhood education and care
- Effective Provision of Pre-School Education (EPPE) project,
37, 70, 78
- emotional transition management, 114
- ethical relationships, student responsibilities, 106
- ethical responsibility, 54
- ethos, 116, 117
- event sampling, 74
- Every Child Matters, 29, 46
- EYFSP. *see* Early Years Foundation Stage Profile
- EYPS. *see* Early Years Professional Status
- EYTS. *see* Early Years Teacher Status

- Field report, 39
- Field, F, 46
- first day. *see* planning goals; professional responsibilities
- first impressions, 51–2
- flow, 71
- forming, 90
- Freud, S, 60
- Froebel, F, 59

- goals. *see* planning goals
- good enough parenting, 99
- grand thinkers, 59

- hidden curriculum, 116

- informal learning, 55
- initiative, 53
- Isaacs, S, 60, 70

- Laevers, F, 71
- legislation
 - relationship with children, 105
 - safeguarding, 29–33
- Leuven Scale for Involvement, 72–3
- long-term planning, 76

- male practitioners, 93
- Marmot review, 39
- Marmot, M, 39
- Maslow's hierarchy of needs, 91
- medium-term planning, 76
- minor illness, 64
- modern theorists, 61
- Monro review, 46
- Montessori, M, 60

- narrative observation, 74
- NMC. see Nursing and Midwifery Council
- NNEB. see Nursery Nurse Examination Board
- norming, 90
- Nursery Nurse Examination Board (NNEB), 17
- Nursing and Midwifery Council (NMC), 19
- Nutbrown review, 1, 7, 42
- Nutbrown, C, 18, 42

- observation
 - checklist method, 74
 - description, 73
 - event sampling, 74
 - narrative, 74
 - planning and assessment with, 70
 - rating scale, 74
 - time sampling, 74
 - tracking, 74
- Ofsted, 7
- outstanding, Ofsted rating, 7

- Page, J, 109
- partnership, 98, 99, 125
- Pascal, C, 22
- pedagogy, 125
- performing, 90
- Piaget, J, 19, 59, 60, 70
- placement preparation
 - communication settings, 8
 - contact via email, 9
 - early years settings, 5, 6
 - good/outstanding Ofsted rating, 7
 - keeping yourself well, 11–12
 - learning opportunities, 13
 - professional conduct, 12
 - researching suitable settings, 7
 - selection of settings, 5
- planning
 - individual needs, 74–5
 - Leuven Scale for Involvement, 72–3
 - long term, 76
 - medium term, 76
 - observation and assessment with, 70
 - process/product, 76–8
 - short term, 76
 - planning goals
 - capturing informal learning, 55
 - description, 53
 - ethical issues, 54
 - practical skills, 53
 - policy and practice theory, 65–6
 - practice-based learning. see work-based learning (WBL)
 - practitioner as theorist, 61
 - pre-placement visit, 10
 - professional conduct, 12
 - professional educator
 - description, 21
 - placement approach, 23
 - research focus, 22
 - professional register, 19
 - professional responsibilities
 - finding position, 52
 - first impressions, 51–2
 - initiative, 53
 - policies, 52
 - professionalism
 - body of knowledge and research, 19
 - continuing professional development, 19
 - definition, 16
 - early years, 21
 - entry restrictions to occupation, 18
 - features of, 16–21
 - leadership, 20
 - pay and status, 20
 - professional register, 19
 - standards and code of conduct, 21
 - training and education, 17–18
 - rating scale, 74
 - reflection for action, 116
 - reflection in action, 116
 - reflective integrity, 93
 - reflective journals, 117–18
 - reflective practice, 115
 - reflective writing
 - critical analysis, 118–21
 - reflective journals, 117–18
 - SMART style, 122
 - structure and style, 121
 - relationship with children
 - ethical, 106
 - interacting with toddlers in practice, 108–9
 - interaction with young children in practice, 109–10
 - interactions with babies in practice, 107–8
 - legislation, policy and research, 105
 - role of key person, 105

- safeguarding
 - being suitable person, 33
 - definition, 28
 - knowledge of factors, 33
 - legislation and policy, 29–33
 - policies in settings, 30
 - whistleblowing policy, 30
- Schön, D, 115
- SCRs. *see* serious case reviews
- self-assessment audit, skills and knowledge, 130
- serious case reviews (SCRs)
 - Little Stars Nursery, 30
 - Little Teds Nursery, 31–2
- short-term planning, 76
- Skinner, B, 60
- SMART targets, 122
- social networking, 32
- special educational needs, 64
- Steiner, R, 60
- storming, 90
- summative assessment
 - Early Years Foundation Stage Profile, 84–5
 - two year-old check, 82–4
- supporting families document, 41
- sustained shared thinking, 78–80

- targeted plan, 82
- team development theory, 90
- theorists
 - grand thinkers, 59
 - modern, 61
 - practitioner as, 61
- theory
 - attachment, 65
 - child development, 63–4
 - creation of, 58
 - defining in ECEC, 58
 - importance of, 61
 - policy and practice, 65–6
 - team development, 90
- Tickell, D C, 46, 84
- time sampling, 74
- tracking, observational strategy, 74
- two year-old check
 - case study, 83
 - research focus, 82
 - summary of check, 82
- UNCRC. *see* United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of the Child (UNCRC), 29, 46

- Victoria Climbié, 34
- Vygotsky, L, 60, 78

- Wave Trust, 66
- WBL. *see* work-based learning
- Whariki, T, 99
- whistleblowing policy, 30
- Winnicott, D, 99
- work-based learning (WBL), 1
- Working Together to Safeguard Children
 - guidance, 29
- working with colleagues
 - importance of relationship, 88
 - male practitioners, 93
 - Maslow's hierarchy of needs, 91
 - problems during placement, 93
 - successful relationships, 92
- working with parents
 - all kinds of families, 98
 - fostering wellbeing, 99
 - good enough parenting, 99
 - implications for placement, 101–2
 - research focus, 97
 - role of key person, 99
 - shared dialogue, 100
- zone of proximal development, 78