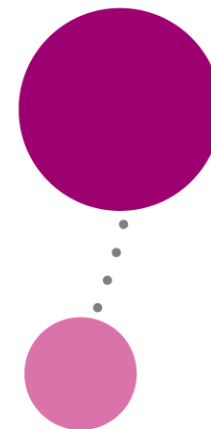




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Welcome to our Early
Years Apprenticeship
Taster session!



Introduction

Emma Reading

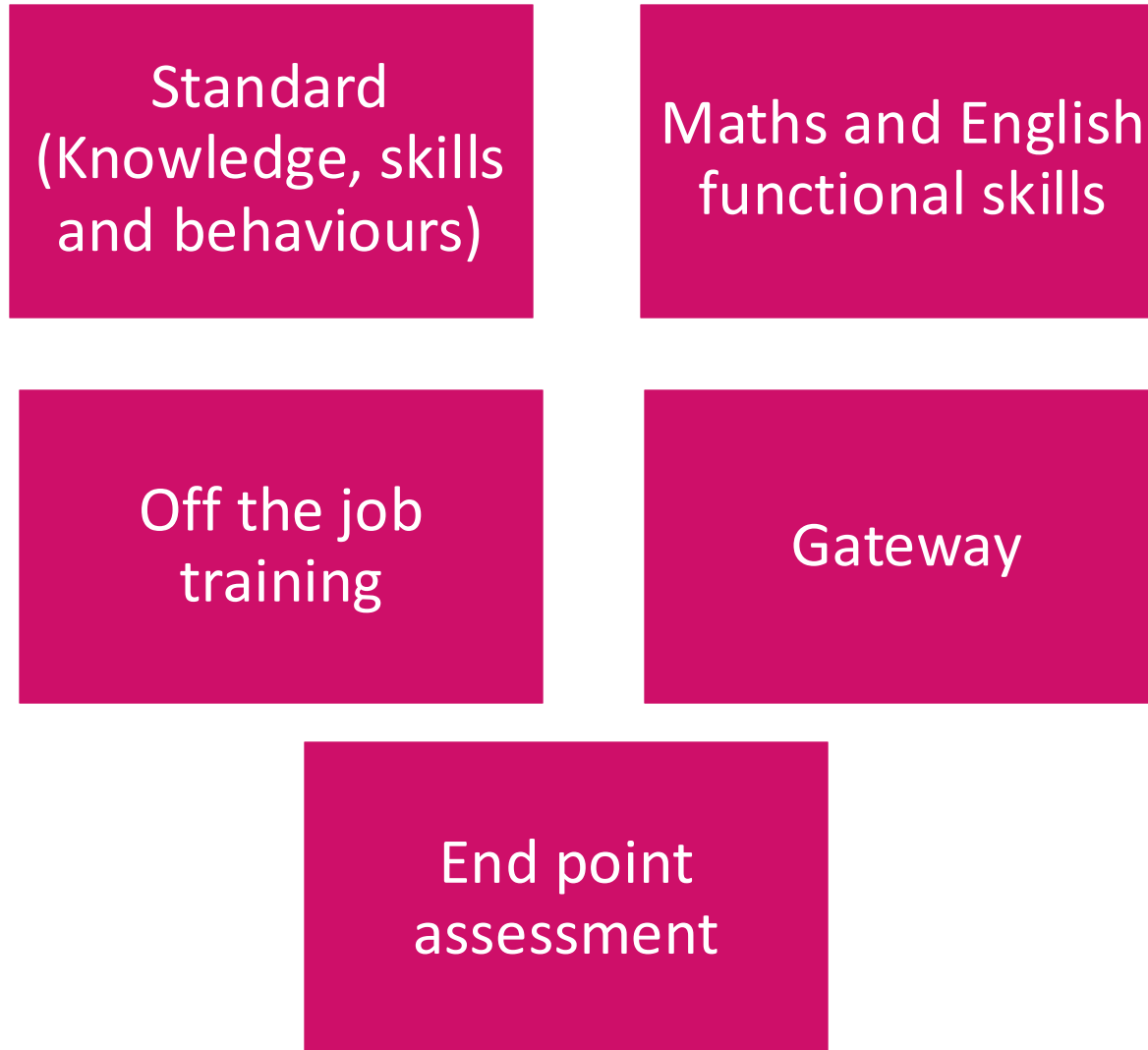
Curriculum
Manager – Early
Years, Teaching
Assistant and
Playworker



Tatia Singleton

Early Years Virtual
Classroom Tutor

What is an apprenticeship made up of?

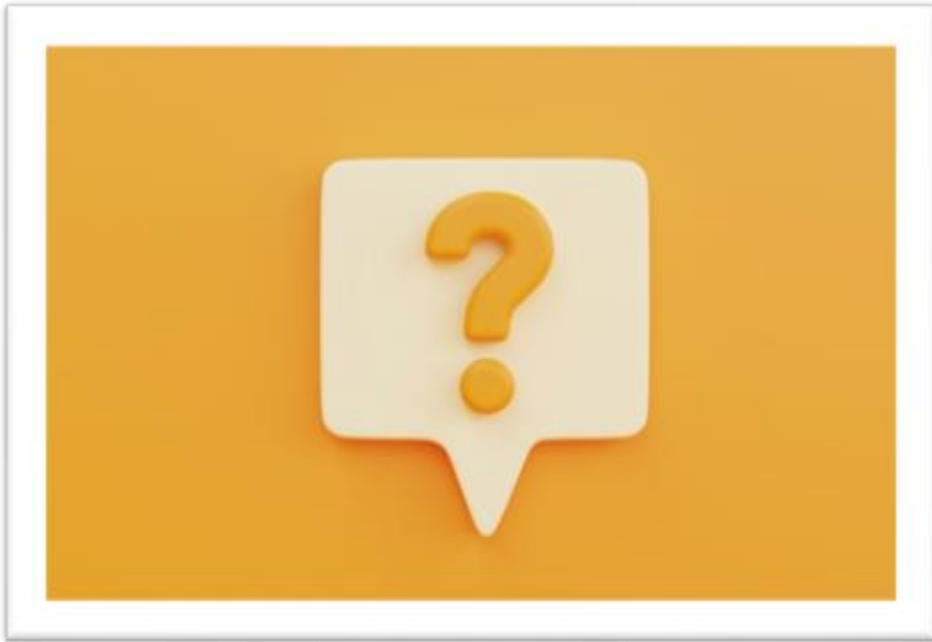


Overview of our early years level 2 and 3 apprenticeships



| Early Years Practitioner Level 2 | Early Years Educator Level 3 |
|--|--|
| 13 month programme + 3 months EPA | 15 month programme + 3 months EPA |
| Functional skills maths and English level 1 | Functional skills maths and English level 2 |
| Ideal for learners who are new to early years or not quite ready for level 3 | Supports in meeting level 3 ratios in an early years setting |
| Consists of 9 core modules | Consists of 11 core modules |
| End point assessment: <ul style="list-style-type: none">• Multiple choice question test• Professional discussion underpinned by a portfolio of evidence | End point assessment: <ul style="list-style-type: none">• Observation and questioning• Professional discussion underpinned by a portfolio of evidence |

What are the benefits of our early years apprenticeships?



- Earn while you learn – with no fees to pay
- Gain a nationally recognised qualification that meets EYFS requirements
- Learn by doing, with real-world experience in a childcare setting
- Get expert tutor support and flexible learning that fits around you and your learning style
- Build confidence, communication and career-ready skills
- Opens doors to higher education and leadership roles

Early years apprenticeships – progression route

Early Years
Practitioner level
2 apprenticeship



Early Years
Educator level 3
apprenticeship



Early Years Lead
Practitioner level
5 apprenticeship



Top up degree in
early years



Early Years
Initial Teacher
Training (EYITT)

Our Delivery Plan



Blended programme of face to face and online study



Progress reviews every 6 weeks



Specialist 1-2-1 Tutor Support



BPN boost – personal development, career information advice and guidance and welfare programme



Regular reflections on learning and practice



Partnership working between BPN, the apprentice and the employer

Virtual classrooms

How does your behaviour influence children?



An adult shouts at a child in a preschool room for not listening.

A practitioner is sitting on a table in front of the children, despite the children regularly being told not to sit or climb on furniture.

At snack time you sign and model saying 'please' and 'thank you' as children pass the fruit around the table.

When changing a nappy, a new member of staff is complaining about having to do this and talking about the smell.

Two children have a disagreement over a toy. You get down to their level and calmly model turn taking.



Child and adult led play

Poll – what do you think is more effective, child or adult led play?

What do you think the benefits are of each?

Each month, learners will attend online group virtual classroom sessions.

These are designed to be interactive and engaging sessions.

What is an enabling environment?

Word cloud activity!

Identify the key features of an enabling environment

Break out room – discuss these theories we have just looked at relating to practice.



Bandura's Social Learning Theory

Skinner's Operant Conditioning Theory

Watson's Behaviourism theory

Pavlov's Classical Conditioning Theory

- How do these theories relate to your practice?
- Are there any you agree/disagree with?
- Do any of these theories contradict each other?



Code of conduct and expectations



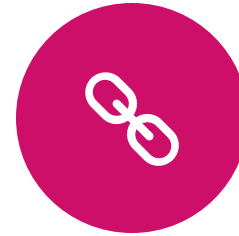
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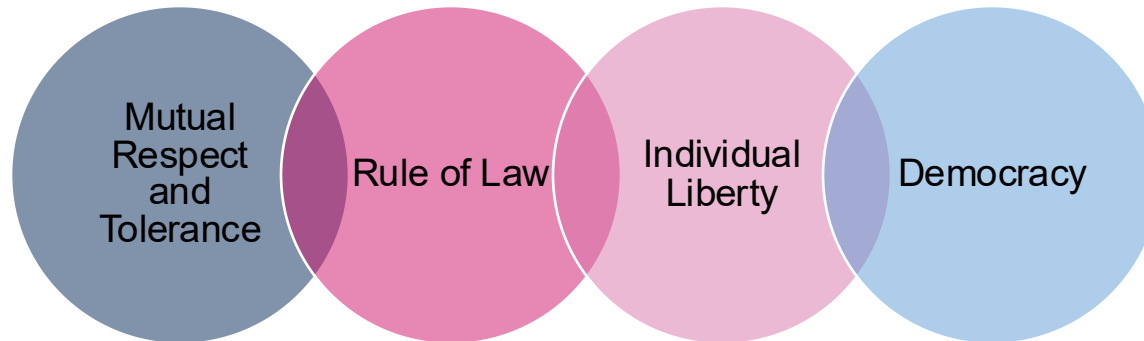
ACTIVE
LISTENING



JOIN IN



BE
RESPECTFUL
OF OTHERS



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The aims of today are:

- Identify the different areas of development and how children learn
- Identify factors that can influence development and explain how children can be supported





1 2 3 4 5 6 7 8 9 10

How confident are you with child development?

What is child development?



Child development refers to the physical, cognitive, emotional, and social growth and changes that occur in children from the moment they are born until they reach adolescence.

You are observing two toddlers, Oliver and Isabella, who are both 18 months old. As you watch them, you notice that they are exhibiting different patterns of development.

Oliver, at 18 months, has already mastered the skill of walking confidently and is beginning to explore running. He can also use simple words to communicate his needs, like saying "mummy" or "teddy."

Isabella, also 18 months old, is not yet walking independently. Instead, she crawls and pulls herself up on furniture. However, she surprises everyone by saying several words clearly and using them in simple sentences. Isabella's development seems to be happening at a faster rate in terms of language skills compared to her gross motor skills.

What is the difference between the sequence and rate of development? Can this be identified in the scenario?



Can you identify the main areas of learning and development?

How do children learn?

What are the characteristics of effective teaching and learning?

Playing and exploring – children investigate and experience things and ‘have a go’

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

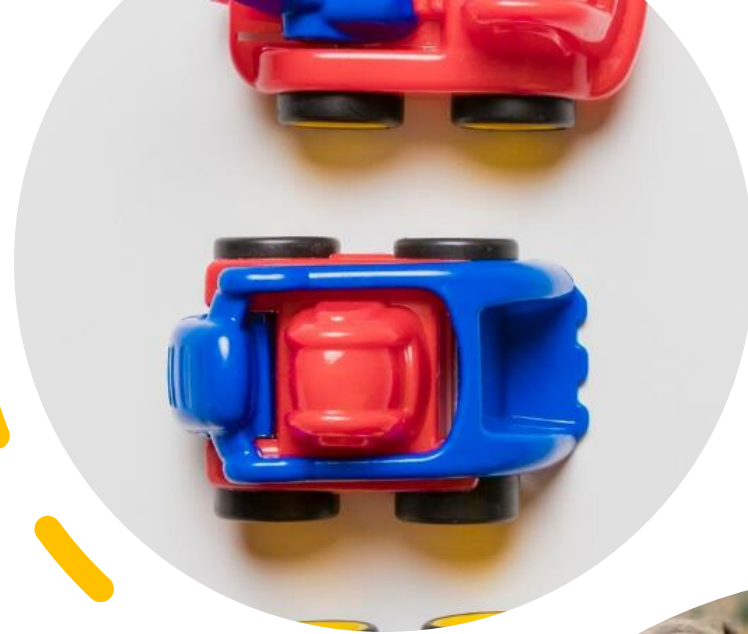


<https://www.sirenfilms.co.uk/library/creating-and-thinking-critically-choosing-ways-to-do-things/>

Supporting development scenarios

Scenario 1: Archie is 20-month-old who is interested in cars. He is a very active child and was walking from 12 months old however his language is still limited. How could you plan to support his development?

Scenario 2: Freya is 3 years old and attends your preschool setting. She loves outdoor play and is usually found outside at every possible opportunity playing in the mud kitchen and engaging in physical play. You have noticed through observing her that she does not often engage in literacy or mathematics activities and you are keen to support her development in these areas.



How are you feeling?

Add an emoji into the chat box to show how you are feeling about the information you have been taught so far.

Is there anything you need more support with?



What factors can you name that could impact on a child's development?

Health conditions

Special educational needs/
disability

Cultural influences

Family relationships

English as an additional language

Poverty

Genetics

Brain development

Nutrition

Education

Peer relationships

Scenarios

Scenario 1: Sophie, a 3-year-old, recently joined the nursery. English is not spoken at home, and Sophie primarily communicates in her native language. Discuss how Sophie's bilingual background may influence her language development and social interactions with peers.

Scenario 2: James, a 2-year-old, comes from a low-income family with limited access to educational resources and extracurricular activities. Discuss how the lack of resources at home may affect James's cognitive development and social interactions with peers.

Scenario 3: Emily, a 4-year-old, has been diagnosed with Autism Spectrum Disorder. Discuss how this may impact on Emily's learning and development and her time at nursery.



How are you feeling?

Add an emoji into the chat box to show how you are feeling about the information you have been taught so far.

Is there anything you need more support with?



Quiz time!



What is cognitive development?

What is neurological development?

Can you name any of the characteristics of effective teaching and learning?

Can you name 3 factors which may influence development?



1

2

3

4

5

6

7

8

9

10

How confident are you now with child
development?



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Next steps

Apply on our website!

EYP Level 2: <https://www.bestpracticenet.co.uk/ey-practitioner-l2-apprenticeship>

EYE level 3:
<https://www.bestpracticenet.co.uk/eye-level3-apprenticeship>

Contact us: enquiries@bestpracticenet.co.uk or call 0117 920 9200

**Any
questions?**

