

Official Response to the

**Government consultation on the early
years educator (EYE) level 3 criteria**

Early education and childcare workforce

January 2023

About Community Union

This Official Response has been prepared by Letitia McCalla, Early Years Lead and Martin Hodge, Head of Education Policy, on behalf of members of the Education and Early Years section of Community Union.

Formerly PAT/PANN and Voice, the Education and Early Years section of Community Union represent thousands of serving teachers and support staff, headteachers, lecturers, nursery and early years workers, nannies and other education professionals in schools, academies, nurseries, colleges and universities across the whole of the UK.

We provide legal and casework support to our members and regularly engage with them in determining our response to policy proposals.

Community Union are affiliated to the Trades Union Congress (TUC), to the Irish TUC, Scottish TUC and Welsh TUC as well as the General Federation of Trades Union (GFTU).

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This response was submitted by email to
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Review of the Level 3 criteria

In Summer 2022, the department commissioned NCFE (formerly the Northern Council for Further Education), an educational charity in the early years sector, to conduct a review of the Level 3 qualification, including the existing EYE criteria.

As part of the review, NCFE sought feedback from groups across the sector, including awarding bodies, training providers, early years membership organisations, parents and carers, early years practitioners working in settings, setting owners and managers, academics and local authorities. Feedback was gathered on how the EYE criteria could be improved.

NCFE produced a written report, published alongside this consultation, which details their findings and recommendations for change, including a revised EYE criteria. Through this consultation we are seeking views on these revised criteria.

NCFE recommendations

NCFE conclude that the current criteria do not adequately reflect the needs of the early years sector. They find that updating terminology, adding depth and detail, aligning the Level 3 criteria headings with the recently reviewed Level 2 criteria and redressing concerns about omissions from the criteria will provide a stronger foundation of knowledge required within the sector.

The most significant updates are:

- The inclusion of SEND as a stand-alone criterion.
- A greater focus on the application of theoretical knowledge to practice.
- The terminology in general has been updated and specific mention of “babies” and “children” added to ensure the needs of children of all ages are considered in relation to each section.
- Explicit inclusion of the emotional wellbeing of the child.
- A focus on the voice of the child and the role of the practitioner as an advocate of that voice.
- Specific mention of the learner’s expected roles and responsibilities in the workplace.
- Specific mention of inclusive practice and ensuring assessment and activities are appropriate and relate to a child’s interests, developmental stage, and needs.
- Updated safeguarding criteria and greater detail included in relation to health and safety responsibilities, specifically allergies, illness, and the application of medicine.
- Expansion of the criteria subheadings to mirror those in the Level 2 qualification criteria.

There are no recommendations to remove anything from the current criteria; but NCFE have recommended that the content be reorganised under new subheadings and expanded to include greater detail.

The main proposed changes are:

- Criterion 1: Safeguarding – expand into stand-alone heading. Incorporate more detail on:
 - practitioner understanding of own role in relation to safeguarding responsibilities.
- Criterion 2: Support and promote children’s early education and development – expand to incorporate more detail on:
 - the stages of development in the early years including factors that can impact on development and the development of emergent literacy and numeracy

- understanding research impacting early years pedagogy and
 - understanding the EYFS.
- Criterion 3: Wellbeing – expand into stand-alone heading. Incorporate more detail on:
- practitioner ability to promote health and wellbeing in settings, and explain, plan, and carry out respectful care routines appropriate to the development, stage, dignity and needs of children.
- Criterion 4: Communication – expand into stand-alone heading. Incorporate more detail on:
- communicating with all children in ways that will be understood, including verbal and non-verbal communication.
 - using a range of communication methods to exchange information with children and adults.
- Criterion 5: Health and Safety – expand into stand-alone heading. Incorporate more detail on:
- practitioner understanding of own role in relation to health and safety, and ability to explain to others their responsibilities.
- Criterion 6: Support children with special educational needs and disabilities – expand into stand-alone heading. Incorporate more detail on:
- Understanding statutory guidance in relation to the care and education of children with special educational needs and disabilities.
 - working in partnership with relevant others to support children with special educational needs and disabilities.
- Criterion 7: Plan and provide effective care, teaching, learning and assessment that enables children to progress and prepares them for school – merge and expand existing criteria to incorporate:
- more individual child focused requirements around planning for meeting needs, relevant and appropriate learning activities and inclusion and
 - more detailed requirements for child observation, assessment and progress planning.
- Criterion 8: Work in partnership with the key person, colleagues, parents and/or carers or other professionals – expand into stand-alone heading. Incorporate more detail on:
- understanding and explaining the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory

- Criterion 9: Own role, practice, and development – expand to incorporate more detail on:
 - professional development and
 - practitioner understanding of role, responsibilities and impact of behaviour.

In addition, given the focus on child safety as a key concern of parent or carer participants, NCFE recommend that the department considers including specific guidance on food preparation, safety and weaning be added to the EYE criteria. They suggest potential wording of this addition is:

“Understand the different stages of weaning and how to prepare food that is suitable for the age and development of babies and children. Know the most up to date advice on weaning provided by the NHS.

Know that mealtimes can be a high-risk environment for babies and young children in regard to choking.

Understand the signs of choking and that choking can be completely silent, therefore children should be supervised closely when eating.

Know how to prepare food so it is safe for the age and development of the baby / child referring to the most up to date government guidance.”

The department accepts this recommendation, and this wording will be reflected in the final criteria.

NCFE also recommends that explicit reference to additional guidance, such as the EYFS or the Ofsted Education Inspection Framework, be included within the criteria at relevant points. The department accepts this recommendation and will consider where guidance should be explicitly referenced within the revised EYE criteria. This will be reflected in the final criteria, alongside evidence from this consultation.

NCFE additional recommendations

During their research finding, NCFE also made recommendations around the delivery of early years qualifications and the status of the early years' workforce more generally. These recommendations do not fall within the scope of this consultation, but the department will consider them alongside wider work.

Additional considerations

Personal, Social and Emotional development

In addition to NCFE's findings, the department is keen that the revised criteria fully covers the Personal, Social and Emotional development (PSED) of children in early years. We welcome views as part of this consultation on how that can best be captured in the updated criteria.

PSED is one of the prime areas of learning in the EYFS. Emotional wellbeing in early childhood does matter for children, now and in the future as it is an important predictor of progress in school and outcomes later in life.

The department believes practitioners should be equipped to deliver the PSED requirements, this includes having an understanding of self-regulation and how this changes according to a child's age and development. Self-regulation in young children is when they are able to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Language development is central to self-regulation.

Practitioners should know how to support all children to develop a positive sense of self and to recognise, understand and manage their emotions.

Important attachments shape children's social worlds and underpin their personal development. As set out in the EYFS framework, strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. It is important that warm and responsive relationships are developed between staff and children and that clear boundaries are established which are age-appropriate. This helps enable children to express their emotions, build resilience and to understand the importance of rules and behaving correctly towards others. Practitioners should be mindful of avoiding gender stereotypes and learn how to support boys and girls to explore and express all types of emotions.

In developing the final criteria, the department is seeking views on including criteria that supports the teaching of PSED in early years settings.

Consultation questions

Section 1: Personal information

1. What is your name?
2. What is your email address?

Letitia McCalla Early Years Lead LMcCalla@Community-TU.org	Martin Hodge Head of Education Policy MHodge@Community-TU.org
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3. Please select which of the following options best describes you as a respondent

Individual working in an early years setting	
Early years group based provider	
Childminder	
Early years other provider	
Early years membership / sector association / organisation	
Local authority	
Awarding organisation	
Training provider	
Parent / carer	
Academic	
Other – please specify	Trade Union

4. What is the name of your organisation (if applicable)?

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5. We would like to include the name of your organisation (if applicable) in a list of respondents in our government response to the consultation. Are you happy for us to do this?

Yes

6. Would you like us to keep your comments in response to this consultation confidential?

No

Section 2: Questions specific to the revised criteria

To enable you to answer questions 7–15 please read the revised Early Years Educator (EYE) Level 3 criteria, attached as Annex A.

The criteria lays out the minimum for what an individual should know, understand and be able to do to be considered qualified at Level 3 to deliver the [Early Years Foundation Stage](#).

The criteria are for use by awarding organisations to develop qualifications from Level 3 and above for introduction from September 2024.

7. Is there anything missing from the proposed criteria which you feel is vital for a practitioner qualified to Level 3 to demonstrate?

Yes	
No	
Not sure	✓
Please explain your answer	Whilst there is very clear reference in criteria 1.1 and 1.2, and throughout the document to safeguarding, it might be relevant to specifically reference Keeping Children Safe in Education as this legislation is key to adhering with a trainee's statutory duties.

8. Please specify any of the criteria which you think are unclear.

1.1	Safeguarding
1.2	Safeguarding

2.1	Support and promote children's early education and development
2.2	Support and promote children's early education and development
2.3	Support and promote children's early education and development
2.4	Support and promote children's early education and development
2.5	Support and promote children's early education and development
2.6	Support and promote children's early education and development
2.7	Support and promote children's early education and development
2.8	Support and promote children's early education and development
2.9	Support and promote children's early education and development
2.10	Support and promote children's early education and development
2.11	Support and promote children's early education and development
2.12	Support and promote children's early education and development

3.1	Wellbeing
3.2	Wellbeing
3.3	Wellbeing
3.4	Wellbeing
3.5	Wellbeing
3.6	Wellbeing

4.1	Communication
4.2	Communication
4.3	Communication
4.4	Communication
4.5	Communication
4.6	Communication

5.1	Health and safety
5.2	Health and safety
5.3	Health and safety
5.4	Health and safety
5.5	Health and safety
5.6	Health and safety
5.7	Health and safety
5.8	Health and safety
5.9	Health and safety
5.10	Health and safety
5.11	Health and safety

6.1	Support children with special educational needs and disabilities
6.2	Support children with special educational needs and disabilities
6.3	Support children with special educational needs and disabilities
6.4	Support children with special educational needs and disabilities
6.5	Support children with special educational needs and disabilities

7.1	Plan and provide effective care, teaching, learning, and assessment that enables children to progress and prepares them for school
7.2	Plan and provide effective care, teaching, learning, and assessment that enables children to progress and prepares them for school
7.3	Plan and provide effective care, teaching, learning, and assessment that enables children to progress and prepares them for school
7.4	Plan and provide effective care, teaching, learning, and assessment that enables children to progress and prepares them for school
7.5	Plan and provide effective care, teaching, learning, and assessment that enables children to progress and prepares them for school
7.6	Plan and provide effective care, teaching, learning, and assessment that enables children to progress and prepares them for school
7.7	Plan and provide effective care, teaching, learning, and assessment that enables children to progress and prepares them for school
7.8	Plan and provide effective care, teaching, learning, and assessment that enables children to progress and prepares them for school
7.9	Plan and provide effective care, teaching, learning, and assessment that enables children to progress and prepares them for school
7.10	Plan and provide effective care, teaching, learning, and assessment that enables children to progress and prepares them for school
7.11	Plan and provide effective care, teaching, learning, and assessment that enables children to progress and prepares them for school
7.12	Plan and provide effective care, teaching, learning, and assessment that enables children to progress and prepares them for school
7.13	Plan and provide effective care, teaching, learning, and assessment that enables children to progress and prepares them for school

8.1	Work in partnership with the key person, colleagues, parents and/or carers or other professionals
8.2	Work in partnership with the key person, colleagues, parents and/or carers or other professionals
8.3	Work in partnership with the key person, colleagues, parents and/or carers or other professionals
8.4	Work in partnership with the key person, colleagues, parents and/or carers or other professionals
8.5	Work in partnership with the key person, colleagues, parents and/or carers or other professionals

9.1	Own role, practice, and development
9.2	Own role, practice, and development
9.3	Own role, practice, and development
9.4	Own role, practice, and development
9.5	Own role, practice, and development
9.6	Own role, practice, and development
9.7	Own role, practice, and development
9.8	Own role, practice, and development
9.9	Own role, practice, and development

Please explain your answer

We note that these criteria are to be used by awarding organisations to develop qualifications which candidates will follow, however, these criteria are likely to form a key part of the assessment framework for candidates seeking to achieve a level 3 Early Years Educator qualification and as such we hope that the following thoughts and comments are useful.

We note that **2.10** contains the only specific reference to EYFS. Given the statutory nature of this document, its relevance within the Early Years – in particular in relation to curriculum and assessment, it would be appropriate for this document to be more thoroughly integrated with the qualification criteria.

2.12 is a rather brief statement. What exactly does “additional support” mean? Does this refer to children with disabilities or learning difficulties? Does it refer to behaviour support? Does it only apply to children who meet the threshold for the involvement of external agencies? The expectation is not clear enough and greater detail will need adding to explain.

Given the significant importance of this statement **5.2** probably needs to add “*in line with relevant legislation*” at the very least. It may also be useful to cross reference it with section 1 criteria on safeguarding and section 3 criteria on wellbeing.

It would be a good idea if **5.4**, **5.7** and **5.10** were to be more closely linked / cross referenced due to the inherent safety risks involved with food and how this might require crisis management.

Section 6 omits to reference working with external agencies. It is vital that those working with children who may have additional needs are aware of their responsibilities and duties as far as accessing additional support from external agencies – including local authority and Health and Social Care support. However, we do note this is mentioned in **8.1** and **8.4**.

As mentioned previously, it will always be appropriate to specify the relevant legislation and policy documents. For example, **7.2** needs to specify that assessment should be in line with EYFSP reporting and the setting’s own reporting to parents’ policy. And whilst **7.9** does make reference to the relevant framework, it would be helpful if there could be more explicit description of how and when observation should occur and how this should be carried out.

9.1 We have concerns about the subjectivity of the word “good”. We have members who have experienced difficulties with this expectation and feel like this is a risk to their current employment as new managers and leaders have determined that their command of English is not as good as necessary. There is a potential discriminatory risk here – especially where this might be retrospectively applied and we feel that this needs to be managed with sensitivity. This criterion must not be used to disadvantage people for whom English is an additional language, nor must it discriminate against those older, experienced staff whose written English is not yet up to standard.

9.5 seems to make the relevant policy in force in any given setting a requirement of qualification. It is important that staff members are aware of all the relevant policies in a workplace, but it seems bizarre to make this a criterion of qualification.

We would agree that candidates must always be aware of statutory legislation relating to health and safety, safeguarding and confidentiality, for example, but it is an employer's responsibility to ensure that policies are up-to-date and that all staff are aware of them and have signed to accept them.

9.7 is a comprehensive list, but with any list it can be difficult to understand the detail of each separate item. Therefore, it may be necessary to expand on how some items are worded to ensure clarity on how they apply to the individuals, the workplace and the children they work with.

9. Do you have any comments about the potential impact, both positive and negative, of our proposed changes on individuals on the basis of their protected characteristics? Where any negative impacts have been identified, do you know how these might be mitigated?

We note that **criterion 9.9** makes reference to protected characteristics but this is only in relation to a candidates own practice. It is absolutely key that differences are embraced throughout settings in all of the work that is undertaken by candidates, and this should include recognition of culture and society which may differ from those represented by the cohort as required by British Values.

10. Do you expect the proposed changes to be above what your business would class as “business as usual” changes?

Yes	N/A
No	N/A
Not sure	N/A

11. If yes, how much do you expect this to cost in £?

Cost in £	N/A
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12. How much do you expect this to cost in staff time (hours)?

Staff time (hours)	N/A
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13. Would there be any other additional costs to your business associated with the proposed changes?

Yes	N/A
No	N/A
Not sure	N/A

14. If yes, for each cost, please explain:

- **What is the cost for?**
- **Would it be an ongoing or one-off cost? How frequent would it be?**
- **How much would it cost in £**
- **How much would it cost in staff time (hours)?**

What is the cost for?	N/A
Is it an ongoing or a one-off cost?	N/A
What is the frequency of the cost?	N/A
Cost in £	N/A
Cost in staff time (hours)	N/A

15. If you have any further comments relevant to the proposed changes, please use the space below to provide them.

It goes without saying that this qualification will need to be further developed into materials which can be used in the delivery of this course. And we note that these criteria are to be used by awarding organisations to develop these qualifications.

As part of the development of the course materials it will be key to devise a robust method of assessment which allows candidates to show they have met the criteria listed in Appendix A and this is where development of outcomes will be crucial.

We do have concerns, as highlighted above, that some of the criteria are not specific enough and this may lead to misunderstandings. Since this qualification is likely to be delivered in association with settings and those practicing it is important that these criteria are clear and unambiguous for all – the training provider, the setting and the candidates – to avoid any confusion and mitigate against the risk of failure.

We would also recommend the development of exemplar materials and further detail so that candidates are able to fully understand, explain and demonstrate their understanding

Annex A: Proposed revised criteria

1. Safeguarding

1.1 Identify and act upon own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.

1.2 Understand safeguarding policies and procedures, changes to legislation including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them.

- Types of abuse include neglect, physical, emotional, and sexual.

2. Support and promote children's early education and development

2.1 Understand the expected patterns of babies and children's development from ages:

- 0-2
- 2-3
- 3-5
- and an understanding of further development from 5 to 7.

Children's development patterns to include:

- cognitive
- speech, language, and communication development
- physical
- emotional
- neurological and brain development.

2.2 Understand self-regulation and how this changes according to a child's age and development and understand how to support all children to develop a positive sense of self and to recognise, understand and manage their emotions.

2.3 Understand the significance of attachment and how to promote it effectively, including how to develop warm and responsive relationships with children, with clearly established and age-appropriate boundaries and how to avoid gender stereotypes and support boys and girls to explore and express all types of emotions.

2.4 Understand a range of underpinning theories, philosophical approaches and research impacting early years pedagogy and how to apply these in practice.

2.5 Explain and analyse how baby's and children's learning and development can be affected by their stage of development and individual circumstances, such as moving school, birth of a sibling, family breakdown, and adoption and care, including the significance of adverse childhood experiences.

2.6 Analyse and explain how cultural differences and family circumstances can impact on babies and children's learning and development.

2.7 Understand the importance to baby's and children's holistic development of:

- speech, language, and communication
- personal, social, and emotional development
- physical development.

2.8 Understand the development of emergent literacy and numeracy in children from birth to the age of seven years. Use strategies to support emerging literacy and numeracy.

2.9 Understand the potential effects of, and how to prepare and support baby's and young children through, transitions and significant events in their lives. Transitions and significant events include:

- moving to school
- starting and moving through day care
- birth of a sibling
- moving home
- living outside of the home
- family breakdown

- loss of significant people
- moving between settings and carers.

2.10 Understand the current early education curriculum requirements as mandated through the Early Years Foundation Stage.

2.11 Promote equality of opportunity and anti-discriminatory practice.

2.12 Understand when a child is in need of additional support.

3. Wellbeing

3.1 Understand the impact of health and wellbeing on baby's and children's development. Interact with children to positively impact their health and wellbeing.

3.2 Understand and use current dietary guidance for early years and explain why it is important for babies and young children to have a healthy balanced diet and be physically active.

3.3 Promote health and wellbeing in settings by implementing strategies to encourage babies and young children to:

- consume healthy and balanced meals, snacks, and drinks appropriate for their age
- be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors.

3.4 Understand and demonstrate how and when to share information with parents/carers about the importance of healthy balanced diets, looking after teeth, and being physically active.

3.5 Explain, plan, and carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including:

- eating (feeding and weaning/complimentary feeding)
- nappy changing procedures
- potty/toilet training
- care of skin, teeth, and hair
- rest and sleep provision.

3.6 Understand the importance of, and promote the emotional wellbeing of, babies and children.

4. Communication

4.1 Understand and demonstrate how to communicate with all children in ways that will be understood, including verbal and non-verbal communication.

4.2 Understand and demonstrate how to extend all children's development and learning through verbal and non-verbal communication.

4.3 Understand and demonstrate ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech.

4.4 Be able to identify delays in communication development and describe appropriate support services for the baby or young child.

4.5 Support and promote baby's and children's speech, language, and communication development.

4.6 Demonstrate and implement a range of communication methods to exchange information with children and adults.

5. Health and safety

5.1 Know the legal requirements and guidance on health and safety, security, and confidentiality of information.

5.2 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.

5.3 Carry out risk assessment and risk management in line with policies and procedures.

5.4 Understand how to respond to accidents and emergency situations:

- a baby or young child requiring urgent medical/dental attention
- a non-medical incident or emergency
- identifying risks and hazards.

5.5 Demonstrate skills and knowledge for the prevention and control of infection. Prevention and control of infection including:

- hand washing
- food hygiene
- dealing with spillages safely
- safe disposal of waste
- using correct personal protective equipment
- knowledge of common childhood illnesses and immunisation exclusion periods for infectious diseases.

5.6 Maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include:

- medication requirements
- special dietary needs
- planning
- observation and assessment
- health, safety, and security
- accidents and near misses
- daily registers.

5.7 In relation to food safety and food preparation:

- Understand the different stages of weaning and how to prepare food that is suitable for the age and development of babies and children. Know the most up-to-date advice on weaning provided by the NHS
- Know that mealtimes can be a high-risk environment for babies and young children in regard to choking
- Understand the signs of choking and that choking can be completely silent, therefore children should be supervised closely when eating
- Know how to prepare food so it is safe for the age and development of the child referring to the most up to date government guidance.

5.8 Understand and explain the work setting's procedures for receiving, storing, recording, administering and the safe disposal of medicines.

5.9 Use equipment, furniture, and materials safely, following the manufacturer's instructions and setting's requirements. Assist others in the safe use of equipment, furniture, and materials.

5.10 Identify the signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical/dental attention and take relevant action.

5.11 Understand and encourage children to:

- be aware of personal safety and the safety of others
- develop personal hygiene practices (including oral hygiene).

6. Support children with special educational needs and disabilities

6.1 Understand and explain statutory guidance in relation to the care and education of children with special educational needs and disabilities.

6.2 Implement and analyse approaches to developing partnership working (including parents/carers) in relation to working effectively with children with special educational needs and disabilities.

6.3 Plan the assessment, planning, implementation, and reviewing (the graduated approach) of each baby's and young child's individual plan for their care and participation.

6.4 Promote and encourage a working environment that values and respects the developmental needs and stages of babies and children.

6.5 Understand and explain what internal and external specialist aids, resources, and equipment are available for the children in the setting and how to use these safely.

7. Plan and provide effective care, teaching, learning, and assessment that enables children to progress and prepares them for school

7.1 Plan and lead activities, purposeful play opportunities, and educational programmes which include the learning and development areas of current early education curriculum requirements. To include:

- communication and language (extending vocabulary, language structure, and dialogue, for example)
- physical development
- personal, social, and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design.

7.2 Know and demonstrate when, why, and how to carry out meaningful assessment.

7.3 Ensure plans fully reflect the stage of development, individual needs and circumstances of children, provide consistent care, and respond quickly to the needs and interests of the child.

7.4 Identify and plan learning experiences, environments, activities, and play opportunities (both indoors and outdoors), and educational programmes (both adult-led and child-initiated) to support children's holistic development through a range of play, creativity, social development, and learning, appropriate to the age, stage and needs of individual and groups of children.

7.5 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.

7.6 Support children's group learning and socialisation.

7.7 Support children to manage their own behaviour in relation to others through co-regulation.

7.8 Plan and implement activities relating to the statutory framework and curriculum, including the learning and development requirements for babies and young children that must be implemented by the setting.

7.9 Understand how to observe within the current early education curriculum framework using a range of techniques.

7.10 Carry out and record observational assessment accurately, plan and record the outcomes, and share results accurately and confidentially in line with expected statutory framework and setting's requirements.

7.11 Understand and embed inclusive practice ensuring that every child is included and supported by identifying the needs, interests, and stages of development of individual children.

7.12 Understand and analyse the key stages in the observation, formative and summative assessment, tracking children's progress and planning cycle, and understand the value of observation for:

- the child
- the parents/carers
- the early years setting in planning the next steps.

7.13 Discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents and/or carers.

8. Work in partnership with the key person, colleagues, parents and/or carers or other professionals

8.1 Work co-operatively with colleagues, other professionals, and agencies to meet the needs of babies and young children and enable them to progress.

8.2 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.

8.3 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning, and development.

8.4 Understand and explain the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory.

8.5 Understand the importance of being an advocate for the voice of the child, parental/carers engagement, the home learning environment, and their roles in early learning.

9. Own role, practice, and development

9.1 Demonstrate a good command of the English language in spoken and written form.

9.2 Understand and demonstrate the importance of reflective practice and continuous professional development to improve own skills and early years practice.

9.3 Engage in continuous professional development and reflective practice to improve own skills, practice, and subject knowledge.

9.4 Understand and explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team.

9.5 Understand and explain how to access (and update if necessary) workplace policies and procedures and your own responsibilities and accountabilities relating to these.

9.6 Understand and explain how your behaviour can impact on babies and children and influence them.

9.7 Understand and demonstrate own responsibilities when following procedures in the work setting for:

- reporting
- whistleblowing
- protecting and promoting the welfare of children
- safeguarding
- confidentiality
- information sharing
- use of technology
- referring development concerns
- protecting themselves, for example media and online presence.

9.8 Seek out feedback, mentoring, and/or supervision to identify and support areas for development, goals, and career opportunities.

9.9 Understand the importance of promoting diversity, equality, and inclusion, fully reflecting cultural differences and family circumstances.

