**Learner Workbook**

NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years (603/7012/9)

**Content area 6: Expectations of the early years practitioner**

|  |  |
| --- | --- |
| **Name** |  |
| **Learner Number:** |  |
| **Teacher** |  |

# Introduction

This content area is going to explore what the expectations are of being an Early Years Practitioner.

You will look at expected appearances and behaviours, including attendance and timekeeping.

# Lesson 1: Professional appearances

This lesson explores what the expectations are for working with children as an Early Years Practitioner

We will look at why having a professional image is important at all times.

|  |  |
| --- | --- |
| **Starter activity: School uniform** | Icon  Description automatically generated |
| Discuss in pairs why “**Should schools have a uniform?”**  What are the benefits and challenges of uniforms in schools. Write them below:   | **Potential benefits of having a uniform.** | **Potential challenges of having a uniform.** | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | | |

|  |  |
| --- | --- |
| **Learning outcomes** | Icon  Description automatically generated |
| By the end of this lesson, **you must be able to**:   * **Identify** expectations for the appearance of an early year’s practitioner. * **Describe** why some appearances are not appropriate. * **Explain** why the appearance of an early years practitioner is important. | |

## Quiz:

What is an Early Years Practitioner?

Where do Early Years Practitioners work? Name 5 different types of childcare settings that they work in.

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

List 6 different job roles that you can do working in Early Years?

Describe the dress code for working in a school Nursery or Reception class?

If you were working in a day nursery why do you think it is important to always look and act professionally?

If you were going on a work placement in a day nursery to work with babies, toddlers and pre-school age children, list 5 things you would need to do before starting at the placement.

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

Why is timekeeping, behaviour and good attendance important if you are on a placement for one week in an early year’s setting?

**Working in Early Years and Childcare**

Video 1: <https://www.myworldofwork.co.uk/my-career-options/job-profiles/early-years-practitioner>

Video 2: <https://www.southampton.gov.uk/children-families/early-years-and-childcare/childcare-providers/working-in-early-years-and-childcare/>

Video 3: <https://www.hants.gov.uk/jobs/careers/earlyyearscareers>

How could you demonstrate a positive attitude when you are on placement in an early year’s setting?

|  |  |
| --- | --- |
| **Activity 1: Meeting expectations** | Icon  Description automatically generated |
| Work in pairs / small groups:   * On A3 size paper draw an outline of yourself as an Early Years Practitioner * Draw and label the clothing, footwear and accessories that are suitable for working with babies and children 0-5 years old.   **In your own words explain why** each of these expectations are considered to be important when working as an Early Years Practitioner:   * Personal hygiene. * Body art, piercings, tattoos. * Clothing and accessories. | |

## Why are these expectations in place?

In addition to supporting the early years practitioner to look professional, these expectations are in place to support health and safety within early years settings.

Let’s look at some of the reasons for these expectations.

|  |  |
| --- | --- |
| **Activity 2: Protecting yourself and the children** | Icon  Description automatically generated |
| Review the list of inappropriate appearances in the table and discuss with a partner what might happen with these appearances. Make a note of what impact they could have.  **Consider** why they are not appropriate and what children, families or carers may think if you appeared like this. | |
| | **Appearance.** | **Potential impact.** | | --- | --- | | Long hair not tied up. |  | | Tattoo of someone holding a blood covered dagger with someone lying next to them bleeding. |  | | Long acrylic nails. |  | | Hoop earrings or nose hoops. |  | | Scooped neck top. |  | | Top decorated with sequins or studs. |  | | Flip flops. |  | | T shirt with a slogan saying, “Jesus is our saviour”. |  | | Not using deodorant. |  | | Wearing the same clothes two days in a row in the early years setting without washing them. |  | | |

.

| **Progress check** | Icon  Description automatically generated |
| --- | --- |
| Read the statements and tick which you think is true or false.   | **Statement** | **True** | **False** | | --- | --- | --- | | Tattoos must always be covered. |  |  | | It is acceptable to wear a top with tassels hanging off it. |  |  | | You should always make sure you have washed and put deodorant on. |  |  | | Tops should avoid having sequins decorating them. |  |  | | Appearance is important to support health and safety. |  |  | | You should keep long hair tied up. |  |  | | Parents are likely to judge your professionalism from your appearance. |  |  | | |

|  |  |  |
| --- | --- | --- |
| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Identify** expectations for the appearance of an early years practitioner. | |
|  | **Describe** why some appearances are not appropriate for an early years practitioner. | |
|  | **Explain** why the appearance of an early years practitioner is important. | |

|  |  |
| --- | --- |
| **What is an Early Years Practitioner: Research Task** | Icon  Description automatically generated |
| Go to these two links and makes notes of what an early years practitioner does day to day, and the skills needed to do the job:  Present your information by making a poster below:  <https://www.skillsforschools.org.uk/roles-in-schools/early-years-practitioner/>  <https://allaboutchildren.co.uk/news/what-is-an-early-years-practitioner/#:~:text=What%20does%20an%20early%20years,physical%2C%20educational%20and%20emotional%20development>. | |
| Pathways into early years education:  <https://www.gov.uk/government/publications/pathway-into-early-years-education/pathway-into-early-years-education>  <https://www.ncfe.org.uk/sector-specialisms/early-years-and-childcare/education-childcare-career-toolkit/>  <https://www.skillsforschools.org.uk/roles-in-schools/early-years-practitioner/> | |