



The Early Development and Learning Framework

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Every Child Matters

5 outcomes for children:

- ❖ Being healthy (physical and mental health)
- ❖ Staying safe (from harm and neglect)
- ❖ Enjoying and achieving (getting most out of life and preparing for adulthood)
- ❖ Making a positive contribution (being involved with community/society and not engaging in offending behaviour)
- ❖ Economic well-being (not being prevented from achieving full potential by economic disadvantage)

Early Development and Learning Framework

- Policy context
- An overarching birth to 11 phase to support continuity and coherence
- Proposed work plan
- What works well
- Where the issues are
- Related work on literacy/mathematics/a rich and broad primary curriculum

Choice for Parents: the best start for children

- Choice
- Availability
- Quality
- Affordability

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Themes/Challenges

- **Improving Choice for parents**
 - Demands of work and family life are competing
 - Services often inflexible and not joined up
- **Ensuring access to services**
 - Childcare not consistently available
 - Information and advice not reaching all parents
- **Building quality for children**
 - Complex regulatory and inspection regime
 - Low status, under skilled workforce
- **Better affordability for families**
 - Cost of childcare can restrict parents' choices
 - Some providers not able to sustain quality services

The offer for 3 and 4 year olds

Long term

All day, all year round childcare linked to free entitlement

- Extended free entitlement of 20 hours per week, 38 weeks per year taken flexibly
 - Increase from 33 to 38 weeks for all 3 / 4 year olds in private and voluntary sector from 2006
 - Increase in hours to 15 hours per week for all 3 and 4 year olds across 38 weeks beginning in 2007 and for all children by 2010
 - Parents able to use the free entitlement flexibly across minimum of 3 days from 2008

All settings move to deliver offer by:

Providing extended day, or

- Working with childminders/ approved childcarers as childcare partners

Incentives will be provided to playgroups and schools to extend their hours and work in partnership with childminders and approved childcarers

Improving quality

- Reform and simplification of regulation
- Inspection focussed on driving up quality
- One Quality Framework for 0 – 5
- Strengthen professional leadership of early years settings
- Reform career and qualification framework
- Early consultation and proposals from Children's Workforce Development Council

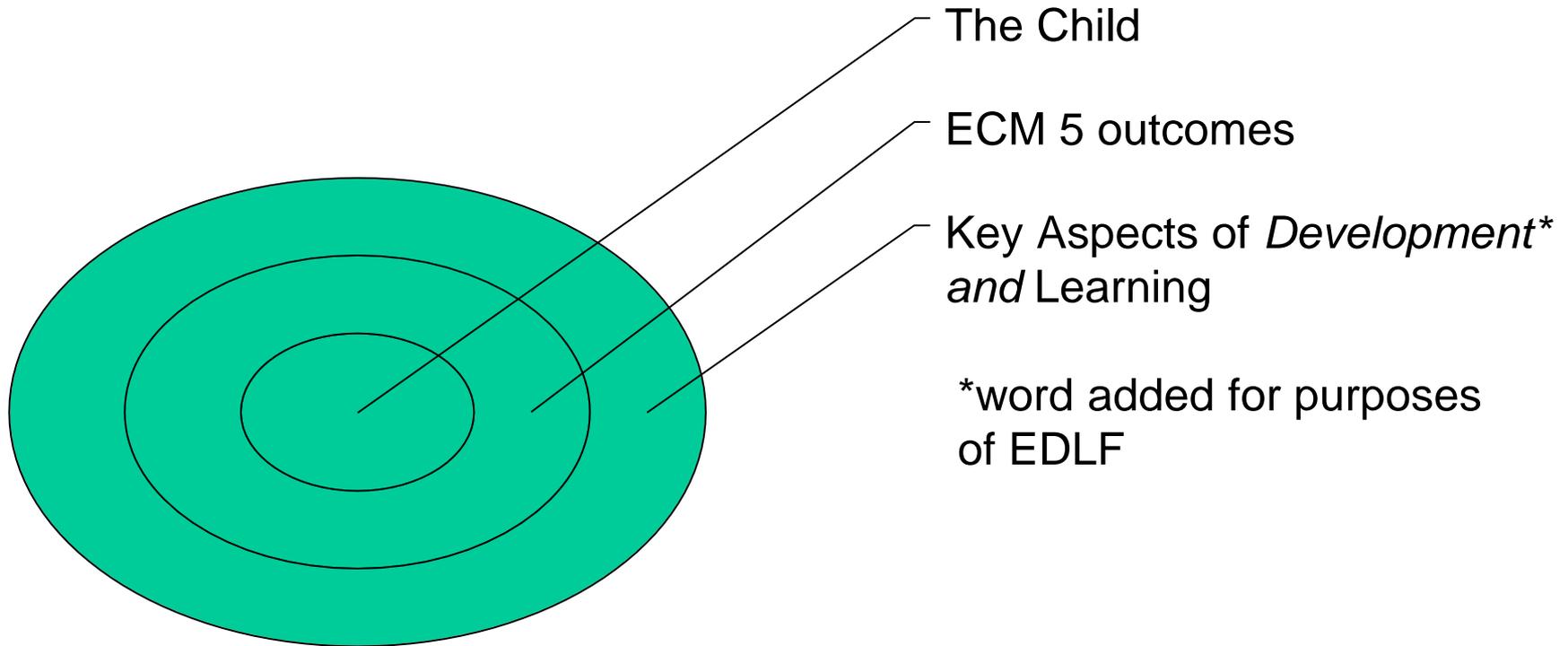
A single quality framework

- From birth to the end of the Foundation Stage
- An integrated approach to care and education
- Underpinned by a play-based approach
- Strengthen the links between Birth to Three Matters and the Foundation Stage
- Incorporate elements of the National Standards
- To ensure a consistent approach to care, learning and development from birth to the end of the Foundation Stage

A single quality framework

- To help practitioners plan care and learning that is right for each child at each stage of their development
- To raise quality and reduce the number of changes children and families experience
- To ensure earlier identification of particular needs
- To support wider integration of services
- Proposals for consultation in 2006
- In place in 2008
- Carried out alongside reform of regulatory and inspection arrangements

THE CONTEXT : Birth to 11



Key aspects of *development and learning*

Self awareness	<i>Aspects of affective learning</i>	
Empathy		
Motivation		
Managing feelings		
Social skills		
Communication		
Reasoning	<i>Aspects of cognition</i>	
Evaluation		
Creativity		
Enquiry		
Problem solving		
Information processing		

A Principled Approach

- It is not proposed to replace BTTM or CGFS.
- The EDLF will take the principles from both documents and combine them so that they apply from birth to 5.
- The newly combined EDLF principles will be linked to the aspects of development and learning, to the 5 outcomes and to the Key Elements of Effective Practice (KEEP) .
- They will also incorporate the relevant National Standards.

Principles around

- Children's entitlements
- Parents' rights and responsibilities
- Practitioners responsibilities and rights
- LA responsibilities
- Government responsibilities

The role of the practitioner

Challenging and complex role

- Attitudes
- Skills
- Knowledge and understanding

to enable children to access a broad curriculum that is rich, vivid and real, that sets high expectations and builds on what they already know and can do.

Key Elements of Effective Practice

Effective practice in the early years requires committed, enthusiastic and reflective practitioners with a breadth and depth of knowledge, skills and understanding.

Effective practitioners use their own learning to improve their work with young children and their families in ways which are sensitive, positive and non-judgemental.

Therefore through initial and on-going training and development practitioners need to develop, demonstrate and continuously improve their

- relationships with both children and adults
- understanding of the individual and diverse ways that children learn and develop
- knowledge and understanding in order to actively support and extend children's learning in and across all areas and aspects of learning
- practice in meeting all children's needs, learning styles and interests
- work with parents, carers and the wider community
- work with other professionals within and beyond the setting

Mapping BTTM and CGFS

- Show how 4 aspects threaded through CGFS
- Show where 6 areas of learning drawn from BTTM
- Embed exemplification within this 'Birth to Five' map

What do you think?

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