



Early Years Lead Practitioners (EYLPs)

Gloucestershire’s strategy for Early Years Lead Practitioners is informed by the unique piece of research, research into the contribution of the Early Years Professional Status role to quality improvement strategies in Gloucestershire, Dr Elaine Hallet, Dr Guy Roberts-Holmes, Institute of Education: University of London, October 2010.

The research generated a model of early years leadership of learning;



Leadership of Learning in Early Years and Practice
(The LLEAP Project)

Leadership of Learning in Early Years and Practice (LLEAP)

By examining how leaders lead learning, a model of *Leadership of Learning in Early Years and Practice* emerged, demonstrating the leadership style used by *Leaders of Learning* in non-maintained early years settings. The model known as LLEAP (The LLEAP Project) is presented in a diagrammatic form above.

The *leadership of learning* style is a holistic and encompassing style; nurturing, caring and influencing, using a democratic, diffused and collaborative leadership style, inclusive of the whole community of children, parents and practitioners.

Through further examination of the *leadership of learning* style in the LLEAP model, seven *leadership of learning practices* were identified;

- Leading whole setting pedagogy
- Leading pedagogy for children
- Leading knowledge
- Leading continuous professional learning
- Leading knowledge for parents
- Leading change
- Leading reflection

Gloucestershire's Early Years Lead Practitioners will be able to demonstrate LLEAP in their own setting, as well as the skills and knowledge to then move into using LLEAP with practitioners from other settings, brokered by the Early Years Team.

What is an Early Years Lead Practitioner?

The distinctive function of the Early Years Lead Practitioner is to provide pedagogic leadership within their own and in other settings, driving forward improvements and raising standards in teaching and learning through leading: whole setting pedagogy, pedagogy for children, knowledge, continuous professional learning, knowledge for parents, change and reflection.

An Early Years Lead Practitioner is an excellent practitioner who has achieved the very highest standards of early years practice as recognised through a rigorous assessment process. S/he is paid to share her/his skills and expertise with other practitioners.

All Early Years Lead Practitioners have a passion for early years best practice, which they already share with colleagues and families in their daily work. They are champions of effective early years pedagogy and outstanding practice as expressed through the EYFS, and Ofsted's criteria for outstanding.

What are the characteristics of an Early Years Lead Practitioner?

EYLPs

- have a wide range of skills for leadership of learning
- have experience of working with young children from birth to five and beyond to lead practice in pre-school settings
- lead CPD events and provide support for staff
- have a positive working relationship with all colleagues
- are enthusiastic about, and committed to, developing their own professional attributes, knowledge, skills and understanding
- are up to date with current research and are well informed about recent developments in early years

What standards will be used to ensure the quality of Early Years Lead Practitioners?

Appendix One lists the Quality Standards for Gloucestershire's Lead Practitioners supporting settings to strengthen the EYFS.

What could Early Years Lead Practitioners provide?

Early Years Lead Practitioners will provide different types of support for settings, including:

- Demonstrating best practice in their own setting, and welcoming visitors from other settings, as arranged through the Early Years Team
- Follow-on coaching and mentoring support for individual practitioners who have visited their setting to observe best practice
- Leading/facilitating a CPD event for practitioners
- Specific expertise, for example in early language development, Story Making or the enabling environment
- Advising on Local Authority working parties developing plans for the future

What support would Early Years Lead Practitioners receive from the Local Authority?

- funding to come out of ratio while working as an EYLP
- support to provide records of activity undertaken
- access to a planned programme of CPD from the Early Years Team and others.

Appendix One

Quality Standards for Gloucestershire's Lead Practitioners supporting settings to strengthen the EYFS

1. Professional skills	2. Professional knowledge and understanding	3. Professional attributes
<p>To be able to:</p> <p>1a. Work with colleagues collaboratively, providing appropriate challenge and support, to secure high quality early learning and care.</p> <p>1b. Contribute to the continuing professional development of colleagues ensuring identified priorities are addressed and programmes are tailored to meet the needs of individuals/groups.</p> <p>1c. Use relevant information to devise, implement, monitor, review and evaluate plans in order to secure commitment and promote collective responsibility for improvement.</p>	<p>To be able to:</p> <p>2a. Select and use approaches which personalise learning and provide opportunities for all children, especially the more vulnerable, to achieve their potential.</p> <p>2b. Demonstrate deep knowledge and understanding of early years pedagogy with reference to recent and relevant research.</p> <p>2c. Evaluate the impact of planning on children's learning and development.</p>	<p>To be able to:</p> <p>3a. Use effective oral and written communication skills and demonstrate effective personal organisational skills</p> <p>3b. Establish positive relationships.</p> <p>3c. Work with practitioners to ensure high expectations for all children.</p>