

### Level 3 Diploma for the Early Years Workforce (Early Years Educator) and Standard Alignment

Level 3 Diploma for the Early Years Workforce (Early Years Educator) is listed as a Department for Education approved qualification meeting EYE criteria for employment in the sector. The qualification satisfies the requirements of the Standard embedding the **Knowledge, Skills and Behaviours** for apprentices on programme. For added learning and development opportunities please refer to the table below.

The **Knowledge and Skills** required to be an Early Years Educator has been embedded within the qualification and across the themes at significant breadth and depth. This ensures that Early Years Educators are highly trained professionals who are able to take a key role in the learning development and care needs of children in close collaboration with parents carers and others.

<b>Behaviours</b>	
These are the behaviours expected of all Early Years Educators carrying out their role:	
<b>Care and compassion</b> - provide the very best childcare to every child every day, combined with the ability to professionally challenge poor practice.	This is embedded <b>across themes 1, 2 and 3</b> as the Early Years Practitioner upholds professional standards, adhering to policy and procedure for best practice every day in a child centred, inclusive manner, showing care and compassion in everything that they do.
<b>Being team focused</b> – working effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience.	The identified units make specific detailed reference to partnership working, allowing learners to develop the behaviours required. To be team focused and able to work effectively with colleagues and other professionals in order to best support learning and development. Whilst approaching partnership working and being team focused, learners should appreciate the importance of mentoring and sharing professional expertise and experience for best practice for children’s learning and development. <b>Unit 2.2:</b> Understand legislation relating to the safeguarding, protection and welfare of children. <b>Unit 2.4 WB:</b> Follow legislation relating to equality, diversity and inclusive practice. <b>Unit 2.5 WB:</b> Working in partnership. <b>Unit 3.13:</b> Support children with additional needs. <b>Unit 3.15:</b> Use longitudinal studies to observe, assess and plan for children’s needs.

**Behaviours**

These are the behaviours expected of all Early Years Educators carrying out their role:

<p><b>Honesty, trust and integrity</b> - develop trust by working in a confidential, ethical and empathetic manner with common sense and professional attitude.</p>	<p><b>Theme 2:</b> Legislation, frameworks and professional practice. Honesty, trust and integrity is embedded across knowledge and skills based outcomes throughout the qualification, to ensure professional practice is built on these core skills. Theme 2 specifically considers professional practice and lends generous opportunities for learners to develop their knowledge and skills in context in relation to confidentiality, ethical and empathetic practice relying on common sense and a professional attitude.</p>
<p><b>Commitment</b> - to improving the outcomes for children through inspiration and child centred care and education.</p>	<p>This is embedded <b>across themes 1, 2 and 3</b> as the Early Years Practitioner upholds professional standards adhering to policy and procedure for best practice every day. This is done in a child centred, inclusive and inspiring manner, demonstrating commitment to improve the outcomes for children.</p>
<p><b>Work in a non-discriminatory way</b> - by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential</p>	<p>This is embedded across <b>themes 1, 2 and 3</b> as the early years practitioner upholds professional standards adhering to policy and procedure, demonstrating non-discriminatory approaches that value diversity and ensure all children have equal access to opportunities to learn, develop and reach their potential. In particular <b>Unit 2.4 WB:</b> Follow legislation relating to equality, diversity and inclusive practice. This unit explores legislation, policy and procedure, roles and responsibilities for application in an early years setting.</p>
<p><b>Working practice</b> - takes into account fundamental British values including democracy, legislation and the law, human rights, mutual respect and tolerance to diversity, in relation to different faiths and beliefs.</p>	<p>This is embedded across <b>themes 1, 2 and 3</b> as the early years practitioner upholds professional standards adhering to policy and procedure, demonstrating non-discriminatory approaches that value diversity and ensure all children have equal access to opportunities to learn, develop and reach their potential. In particular <b>Unit 2.4 WB:</b> Follow legislation relating to equality, diversity and inclusive practice. This unit explores legislation, policy and procedure, roles and responsibilities for application in an early years setting. When delivering this unit there is opportunity to raise and awareness of fundamental British Values and discuss the significance of democracy, legislation and the law, human rights (individual liberty), mutual respect and tolerance for diversity, in relation to different faiths and beliefs.</p>



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