

Making the difference: The impact of staff qualifications on children's learning in early years ^[1]

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Format: Report

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AVAILABILITY

Full report in pdf ^[2]

Description:

Evidence for the report was gathered from 336 Education Scotland pre-school inspections from August 2010 until June 2012 in local authority nursery schools and classes, family and children's centres and partner centres in the private and voluntary sectors.

Information was also gathered from contacts and visits to local authorities, a range of case studies, Scottish Government census information, providers of the BA in Childhood Practice and the Scottish Social Services Council.

The evidence from inspections highlighted similar characteristics which led to very effective professionals in early education.

In the most effective practice, high quality experiences for children resulted from the combined strengths and talents of the range of professional staff involved. Staff demonstrated an understanding of early years methodology and were committed to putting this into practice to support and develop children's learning. High quality learning experiences were provided in an enjoyable and supportive environment for all children. Settings showed strong leadership which allowed staff to develop their skills. Through improvements in self-evaluation staff were able to reflect on practice and make changes which were leading to improvements for children.

This effective practice was due in some cases to the ability to access a pre-school teacher particularly with a background in early years methodology and in others due to the increasing impact of higher qualifications for staff who achieved additional qualifications such as, the BA in Childhood Practice.

Related link: Highly qualified staff make a difference to children's learning ^[3]

Region: Europe ^[4]

Tags: quality ^[5]

staff ^[6]

Source URL (modified on 27 Jan 2022): <https://childcarecanada.org/documents/research-policy-practice/12/11/making-difference-impact-staff-qualifications-childrens>

Links

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