

Sharing a Vision for a GM Early Years Workforce Academy



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GM Early Years Workforce Academy- What is the art of the possible?

Utilise anchor institutions like high quality EYs setting/schools as centres of excellence

Very early planning stage-a bold ambition

Likely to be virtual but could potentially become physical

Need to develop strategic partnerships with academia/HEE/DFE/philanthropists/3rd Sector

What is driving the vision?

01

Progress on the GM EY Delivery model and school readiness

02

Early gains have now been made

03

Next phase for GM –a strong support function to allow significant improvements in performance

04

Workforce needs to be major focus; quality, retention and motivation to work in field

Key elements

Developing a Team around the Early Years approach on a number of levels

Interdisciplinary sharing of knowledge and skills at academic and practice level

More integrated approach to education and training

Key principles established

Ensure approaches are joined up eg Ithrive, DFE Social Care innovation, IHV, PHE and more

What has happened so far?



School Readiness Roundtable with MMU academics last December



Representation from Speech and language, social work, health visiting, educational psychology



Stronger partnerships with VCS/schools /early years settings



BBC/Behavioural insights work

Examples of innovation

Kerry Moakes and Jo McNulty offered 12 twilight sessions, one of the objectives as to encourage practitioners to reengage with HE from apprenticeships to Masters

Christina McRae: More than Words- 2 curious pilot –EY practice in funded 2 year old settings (Martenscroft Children’s Centre and Nursery school)

Researchers worked alongside EY practitioners and artists to ask how can movement and performance based arts offer unique insight into non verbal antecedents of young children’s communication.

Highlighted the importance of adults non verbal communication and improved skills.

Deepened workforce understanding of role of movement and senses in child development.

Parent research collective-strengths based parental engagement

Worked with parents to create film vignettes for Early Years practitioners CPD – 2 Curious: research informed CPD offer for nursery and school settings

Deborah James
–new Educational Psychology undergraduate programme and work on Video interaction guidance

At a local level-Stockport

01

Integrated workforce development plan

02

Common training and induction for Early Years workers SMBC/SFT

03

Shared training in child development (ASQ3) for all Early Years settings

04

Pilot of Incredible Beginnings in one setting

05

Team Around the Early Years model launched (Autumn 2018)

What are the outcomes?

Increased staff retention

Improved quality

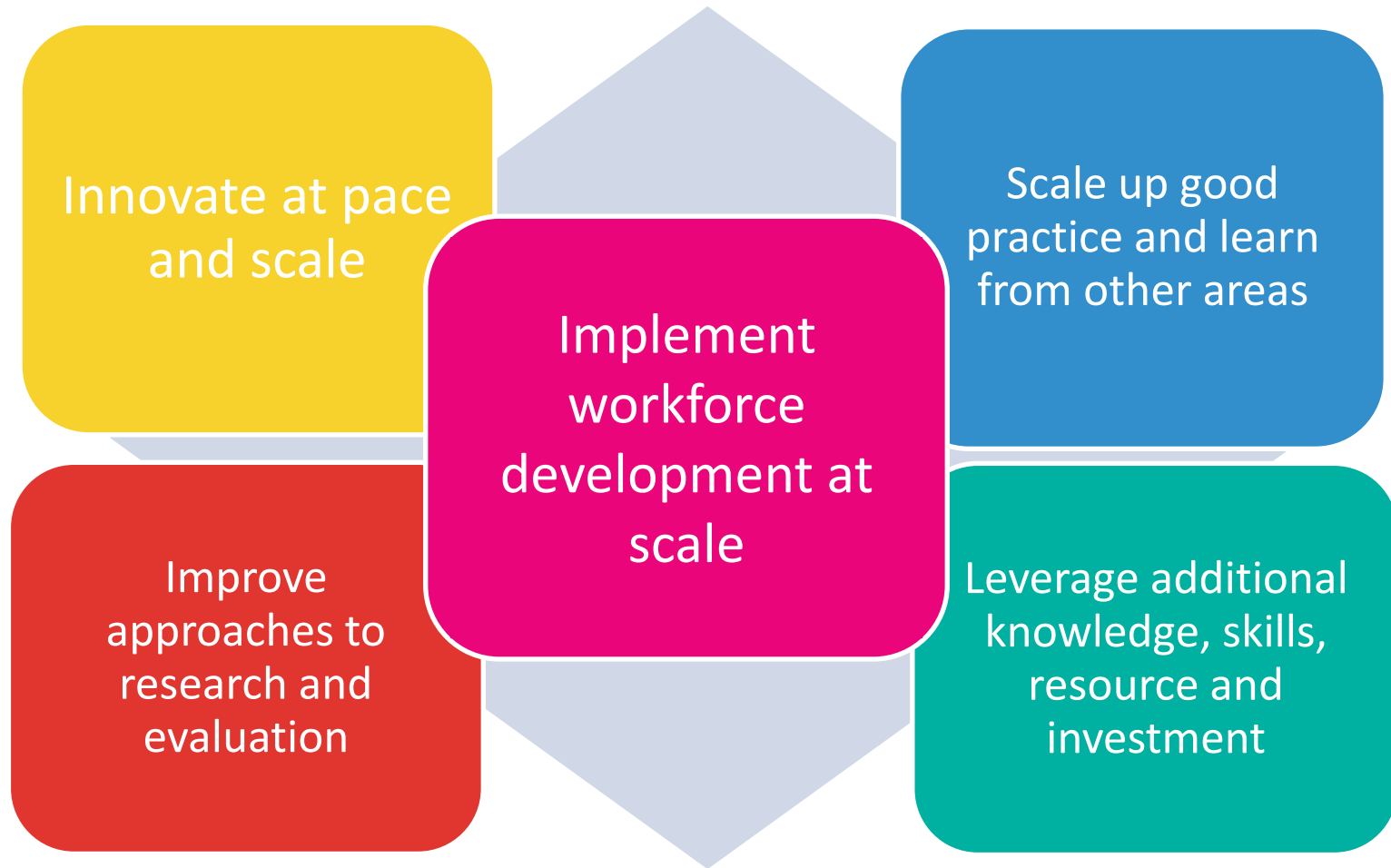
EY settings feel better support and part of Stockport Family

Reduction in referrals to the MASSH (urgent), better early identification and early help

More progress in GLD in P1 localities

Enables a focus on areas of shared improvement e.g. SEND

What next? GM wants to:



GM Early Years Workforce Academy Objectives

To develop a sustainable and skilled workforce across all levels

To ensure there are clear progression pathways

To create an environment for our talented staff to flourish and develop in the future

To ensure provision of high quality training, development and educational opportunities

To develop recruitment and retention initiatives

To grow our own staff by working with local training providers, schools, colleges and universities

To develop and improve, where necessary, access to peer support and networking

To recognise the value of support staff and front line workers

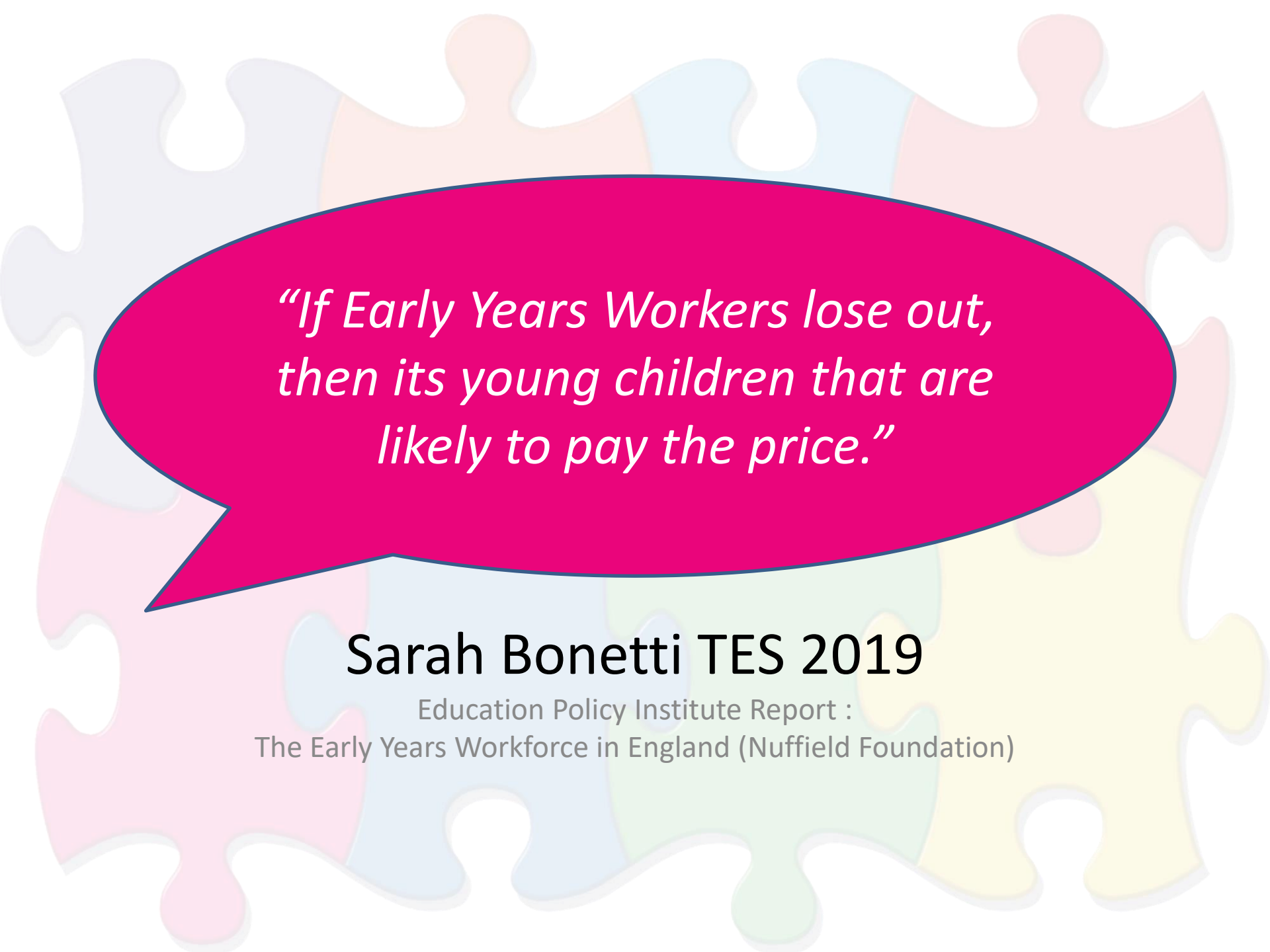
To ensure a valued workforce to replenish the ageing workforce in skilled roles fit for the future

To nurture and develop future leaders

To promote GM as a place to work

Developing a GM Early Years Workforce Academy Group discussion

- 
- What do we need to achieve?
 - What are the key challenges?
 - What are the key priorities?
 - How do we define them?
 - Who do we need to engage with?



*“If Early Years Workers lose out,
then its young children that are
likely to pay the price.”*

Sarah Bonetti TES 2019

Education Policy Institute Report :
The Early Years Workforce in England (Nuffield Foundation)