

Early Years training, qualifications and continuing skills development in England

英格兰幼儿教育教师的培训、资格认定与专业发展

How this can inform the development of a skilled early years workforce in China?

这可以为中国幼儿教师队伍建设带来哪些启示？



Aims of this session

本届会议的目标

- Consider the emerging direction of Chinese policy on early years provision
- 思考中国幼儿教育政策发展的新方向
- How the English approach to training and supporting the early years workforce can inform this policy journey
- 英国的幼儿教师培训和支持模式对我国相关政策的发展有何启示？
- We will tell you more about our early years training routes, including:
- 我们将向您详细介绍我们的幼儿教师培养路径，包括：
 - Vocational training and Apprenticeships
 - 职业培训和学徒制
 - Higher education
 - 高等教育
 - In-service training and professional development
 - 在职培训和专业发展



Pair inductions by delegates 分组

- Please introduce your partner to the delegates:
- 请介绍一下您的同伴：
 - Where are you from? 您来自哪里?
 - What is your work with children? 您在幼儿园的工作是什么?
 - What is interesting about you? 您有哪些有意思的事情?



So what is the policy challenge for delivering high quality early education?

那么，提供高质量幼儿教育的政策挑战是什么？

- Qualification and skills levels: 资格和技能水平:
 - Individual members of staff 教职工个体
 - Developing whole staff teams 教师队伍的发展
 - Through effective pre- and in-service training 通过有效的职前和在职培训
 - Developing theoretical knowledge alongside practical experience in the workplace 在工作中提升理论知识与实践经验
- Professional development: 专业发展:
 - Upskilling of staff to ensure knowledge and skills remain up to date and based on the latest evidence on effective practice
 - 持续提升教师的专业知识和技能，基于最新的研究成果进行培训

Chinese qualifications 中国资格	UK Level (RQF) 英国等级 (RQF)	UK NARIC Comparability, example UK qualifications (November 2018) 英国国家认证信息中心 (NARIC) 的水平认证, 举例 (2018年11月)
初中毕业/义务教育阶段 (Junior Secondary School Graduation Certificate / Compulsory Education Certificate)	Below Level 1 1级以下	Below GCSE standard 低于GCSE标准
技校/技师学院毕业证书- 中级 (Graduation Certificate from a Skilled Worker School (Jixiao) / Technician College (Jishi Xueyuan) - Intermediate / Medium level)	Between RQF Levels 2 and 3 介于2级与3级RQF之间	Between BTEC First and BTEC National qualifications We do not provide individual GCSE comparability for this one, unlike for the regular 中考 (Zhongzhuan) or Senior Secondary School (Sf) (Senior Secondary School) (see below). 介于BTEC初阶学历证书和BTEC国家资格证书之间 (商业与技术教育委员会) 不同于中专或高中, 我们并未对这一等级提供单独的GCSE水平认证 (见下文)。
中专/中职/职高 毕业证书 (Graduation Certificate from a Specialised College (Zhongzhuan) or a Vocational Secondary School (Zhongzhi / Zhigao))	Between RQF Levels 2 and 3 介于2级与3级RQF之间	BTEC National Certificate / Extended Certificate / Foundation Diploma Individual academic subjects passed, which have counterparts within the GCSE syllabus, may be considered at least comparable to GCSE grades A*-C / 9-4, with the exception of English language. BTEC国家证书/扩展证书/基础文凭个人学术科目 (具有GCSE对应的学科) 可视为至少相当于GCSE A* - C/9-4级, 英语除外。
高中毕业证书 (Senior Secondary School Graduation Certificate)	Level 3 3级	GCE Advanced Subsidiary (AS) level / Scottish Higher Every subject passed in the Senior Secondary Academic Proficiency Test, also known as the Huikao (会考), maybe considered at least comparable to GCSE grades A* - C with the exception of English language. GCE高级/充选课 (AS) 等级/苏格兰高等教育课程 高中毕业水平考试 (又称“会考”) 中通过的每一门学科可视为至少相当于GCSE A* - C级, 英语除外。
普通高等学校招生全国统一考试 (高考) (National College Entrance Examination (NCEE) (Gaokao))	Level 4 4级	Overall GCE Advanced (A) level / Scottish Advanced Higher standard and on a subject-for-subject basis, except English Language (where the subject of Mathematics is comparable to A level) 整体GCE高级 (A) 水平/苏格兰高等教育课程标准, 且以学科-学科为基础, 英语除外 (即数学学科相当于A级)
技校/技师学院毕业证书- 预备技师 (技师) 班 (Graduation Certificate from a Skilled Worker School (Jixiao) / Technician College (Jishi Xueyuan) - Preparatory Technician (Technician) level)	Level 4 4级	BTEC National Diploma / Extended Diploma BTEC国家文凭/扩展文凭
专科毕业证书 (Graduation Certificate - Specialist / Sub-degree programme (Zhuanke))	Level 5 5级	Foundation degree / BTEC Level 5 / SQA Higher National Diploma (HND) 基础学士/BTEC 5级/SQA高级国家文凭 (HND)
学位证书 (Bachelor degree)	Level 6 6级	Bachelor (Honours) degree 学士 (荣誉) 学位
硕士学位 (Master's degree)	Level 7 7级	Master's degree 硕士学位
博士学位 (Doctorate)	Level 8 8级	Doctor of Philosophy degree (PhD) 博士学位 (PhD)

Early Years Training and Qualifications in England

英格兰幼儿教育培训和资格认定

Early Years qualifications in England are mainly ‘vocational’. This is because government recognises that practitioners who have practical training and experience are more effective in providing high quality childcare and early education.

英国幼儿教育教师的资格主要是“职业资格”。这是因为政府认为，拥有实习经历和实践经验的教师可以提供更为优质的幼儿教育服务。

To make sure that practitioners are well trained and qualified to work with children aged 0-5 years, they must have a specific early years qualification which meets the standards set by DfE.

为了确保从业人员接受过良好的培训并有资格教育0-5岁的儿童，他们必须具有符合教育部标准的幼儿教育资格证书。

There is no requirement for graduate teachers, except in maintained school early years settings, where staff leading classes are required to have Qualified Teacher Status (QTS)

研究生教师没有任何要求，但在公立的早教机构中，班主任教师必须具有“教师资格证”（QTS）

Managers of early years settings must hold a level 3 early years qualification

早期教育机构的管理者必须持有3级早期教育资格证书



Early Years Vocational Education

早期职业教育

Vocational education is training for a specific occupation, trade, or industry through a combination of theoretical teaching and practical experience.

职业教育是指通过理论教学和实践经验的结合，为特定职业或行业培养人才的教育。

Early Years vocational qualifications in England are developed in partnership with employers, in order to ensure that students learn the skills that are relevant for their industry. This type of study allows students to learn the technical and professional skills which will prove to employers that they are work-ready, whilst also offering a suite of transferrable skills, such as work experience, team work and communication.

英国早期教育的职业资质是与雇主合作开展的，旨在确保学生学到的相关专业技能是符合市场需求的。该学习模式帮助学生习得受雇主认可的专业技能，与此同时，还有助于学生习得一系列可迁移的技能，如：工作经验、团队合作和沟通技能。



Non-Graduate Qualifications are regulated by government at levels 2 and 3

非毕业生资格由政府在第2级和第3级进行管理



Early Years Foundation Stage Framework (EYFS)
早期基础阶段框架 (EYFS)

Early Years Educator (level 3) and Early Years Practitioner (level 2) Criteria
早期教育者 (3级) 和早期从业者 (2级) 标准

Developed in consultation with sector employers and other stakeholders.
与雇主和其他利益相关者协商制定

The Office for Qualifications and Examinations Regulation (Ofqual), a non-ministerial department, approves Awarding Organisations and their qualifications.
英国资格认证与考试管理办公室(Ofqual)是一个非部级部门，负责审批授予机构及其资格

DfE adds to list of approved qualifications.
教育部添加到已批准通过的资格列表中。





*Government funding available for some individuals.
Loans available to others.
政府为个人提供资助或贷款。*

*OFSTED inspect publically funded training provision to assess quality.
英国教育标准局 (OFSTED) 对政府资助的培训项目进行督查，评估质量。*

*Awarding Organisations sample assessments to ensure validity.
证书颁发机构进行抽样评估，以确保效度。*



Types of Qualifications 资格类型

In the UK it is important that qualifications are available to those who wish to enter the profession and those already working in early years who wish to develop and progress.

在英国，对于希望从事早期教育行业，以及期望在该行业取得发展进步的人来说，取得教师资格是非常重要的。

Vocational qualifications offer a combination of theoretical teaching and practical experience. We have:

职业资格使从业教师兼具教学理论与实践经验。我们具备：

- **Standalone qualifications** delivered by colleges and training providers – a mix of classroom and work placement training and assessment.
- 由大学和培训机构提供的单一的资格——包括在学校和工作单位的培训与评估。
- **Apprenticeships** - jobs with training to industry standards developed by employer groups.
- 学徒制——基于行业所制订的学徒标准的工作学习。

To be able to practice in early years at levels 2 and 3, individuals must achieve a qualification that meets the criteria set by government. DfE works closely with awarding organisations and employer apprenticeship groups to make sure that the qualifications and apprenticeships developed are suitable.

为在2、3等级的水平上从事幼儿教育工作者，个人必须获得符合政府规定标准的资格。教育部与证书颁发机构、行业标准制定者密切合作，以确保教师资格与学徒制相适应。

Apprenticeships – jobs with training to industry standards

学徒制——接受行业标准培训的岗位

- Integrated programme of on and off-the-job learning which enable apprentices (aged 16 and above) to gain and apply the skills, knowledge and understanding required by employers in a particular sector
- 在工作中及其业余时间进行的综合性学习，使学徒（16岁及以上）能够获得和特定行业所需的技能、知识与认知。
- Employers in England with a wage bill of more than £3m pay an apprenticeship levy, which is collected through the income tax system – this is topped up by the government and the employer can then use the money to buy apprenticeship training from a training providers
- 英格兰工资超过300万英镑的雇主支付“学徒税”，该税款通过所得税系统征收——该税款由政府补贴，然后雇主可以用这笔资金从培训提供者处购买学徒培训课程。
- If any employer is not eligible to pay the levy, they benefit from government funding for 90% of the cost of apprenticeship training, but must contribute 10%
- 任何未达到征缴学徒税门槛的雇主，在招收学徒时，由政府拨款支付学徒训练费用的90%，雇主缴付10%



Apprenticeships – Early Years 学徒制——早期教育

- Apprenticeships are particularly suitable for early years because they offer hands-on experience alongside theory-based learning
- 学徒制提供实践经验以及基于理论的学习，特别适合于早期教育
- Existing Early Years Apprenticeships
- 现有的早期学徒制
 - L2 - min 510 learning hours (on and off the job). Average 12 months to complete
 - 水平2 - 至少510个学时（工作及业余时间）。平均需要12个月才能完成
 - L3 - min 725 learning hours (on and off the job). Average 20-24 months to complete
 - 水平3 - 至少725个学时（工作及业余时间）。平均需要20-24个月才能完成
 - New Level 3 and Level 2 Early Years apprenticeship standards have been developed by employer-led groups
 - 新的3级和2级早期学徒制标准由雇主领导的团体制定，其中包括Busy Bees（小蜜蜂阶段）



The benefit of an Apprentice to early years employers 学徒对早教机构雇主的益处

- Expansion of early years provision means there is increased demand for workers
- 早期教育资源的扩大意味着对劳动力的需求增加
- Employing a motivated new member of staff at an affordable pay rate
- 以较低薪酬雇用一名积极主动的新员工
- Developing well trained and highly motivated staff who work to the standards you expect as an employer
- 培养训练有素、积极性高的员工，她们能够按照期望的标准工作
- Helping to structure the training of your staff member
- 协助您组织对员工的培训
- Supporting loyalty and retention of staff
- 支持忠诚和留住员工
- Present new ideas into the settings as the apprentice gains up-to-date knowledge on current practice.
- 学徒的培训蕴含了当前实践的最新知识，能带到早教机构中
- Grow-your-own ethos of the sector
- 增进自我专业发展的理念



Department
for Education

Graduate Qualifications 毕业生资格

Universities and other Higher Education Providers provide degree courses, and graduate training and assessment, for early years practitioners.

大学和其他高等教育机构为早期教育从业者提供学位课程、研究生教育和评估。

They usually include a range of work placements and assessment in the workplace.

其通常包括工作场所的一系列工作实习和评估。

- Early Years Initial Teacher Training for graduates leads to Early Years Teacher Status – a course for those wishing to specialise in birth to 5 years education (it is not for school teachers).
- 高校毕业生接受早期职前教师资格培训，可获得“早期教育教师资格”——该课程专门针对0-5岁幼儿教育（而非学校阶段教育）。
- There are also early years related under-graduate degree courses– for example, Early Childhood Studies.
- 还提供与早期教育相关的学士学位课程——例如，早期儿童研究。

Early Years Teacher Status : July 2013

早期教育教师身份：2013年7月

An Early Years Teacher must meet the following standards:早期教育教师必须符合下列要求：

1. Set high expectations which inspire , motivate and challenge all children 对幼儿抱有较高期待，能对所有儿童进行启发、鼓励、挑战
2. Promote good progress and outcomes for children 促进儿童取得良好进步和成果
3. Demonstrate good knowledge of early learning and EYFS 具备良好的关于早期学习和早期教育知识
4. Plan education and care taking account of the needs of all children,能够基于全部幼儿的需求，计划保育教育工作
5. Adapt education and care to respond to the strengths and needs of all children 让保育教育适应于所有幼儿的优势和需要
6. Make accurate and productive use of assessment 进行准确而有成效的评估
7. Safeguard and promote the welfare of children and provide a safe learning environment 保障和促进儿童福利，提供安全的学习环境

Early Years Teacher Status : July 2013

早期教育教师身份：2013年7月

- There are routes to achieving Early Years Teacher status:取得早期教育教师身份的途径如下:
 - Graduate entry; a one year course for those who already hold a degree in another subject
 - 毕业生入口：为那些已经拥有其他学科学位的人提供一年的课程
 - Graduate employment-based; one year part-time for people who are already graduates and work in an early years setting,
 - 在职毕业生入口：为已经毕业并在早教机构工作的人安排的一年在职学习
 - Undergraduate; full time 3 year course
 - 本科学习：全日制3年课程
 - Assessment only; takes place over 3 months, for those who are already graduates and experienced in working with children from birth to 5 who need no further training to demonstrate they meet the required standards.
 - 仅评估：已毕业并有教育0-5岁幼儿经验的教师，无须再接受培训，只需进行为期3个月的评估，通过即可获得

Storytime 故事时间

Ongoing skills, knowledge and professional development support to the workforce

为教师提供持续的技能、知识和专业发展支持

- How?如何支持?
 - Classroom-based 基于大学课堂的学习
 - Setting-based 在工作场所的学习
 - On-line 在线学习
- What? 支持什么?
 - Updating and deepening early years knowledge 更新和深化早期教育相关知识
 - Team leadership 团队领导力
 - Business management 事务管理

Understanding the Early Years Workforce

理解早期教育教师

- NatCen: Social Research organisation 英国国家社会研究中心 社会研究组织
 - Draft report: November 2019 报告草稿: 2019年11月
- Qualitative research interviewing setting managers and practitioners:
- 采用质性研究的方法, 访谈了早教机构的管理者和教师:
 - The challenges facing the workforce 教师面临的挑战
 - Individual practitioners' career 'journeys' 从业者个人的职业生涯
 - why they chose to work in early years 为什么他们选择从事幼教行业?
 - why they are still working with children 为什么他们仍在从事该行业?
 - do they plan to stay working with children 他们准备一直从事该行业吗?

What managers look for when recruiting staff

管理者招聘教师时看重的是什么？

- desire to work with young children; generally this is considered to be 'innate' rather than something that can be taught 喜欢和孩子在一起，这种喜欢是本真的，而不是可以教育出来的。
- previous experience at 'good' settings; experience of having worked in a good provision is often viewed as more important than qualifications the worker holds
- 以前在“好”的早教机构工作的经验；在好的机构工作过的经验往往被认为比工作资格更重要。
- Adaptability: changing frameworks and different children's needs require practitioners to be flexible 调适能力：不断变化的环境和不同孩子的需求要求教师灵活应对。
- communication skills; able to talk with parents; write up observations 沟通能力；能够与家长交流；书写观察记录
- the ability to 'fit in': nurseries are a team, family 能够融入集体：幼儿园是一个集体/大家庭。
- resilience and empathy; the role is physically and emotionally tiring, especially working in disadvantaged areas 具有心理弹性和同理心；教师在身体和情感上都容易疲劳，在处境不利地区工作更甚。

Barriers to recruiting high quality staff

招聘优质教师的阻碍:

- Low pay 低收入
- The difference between the perception of the role and the reality 角色感知与现实的区别
- Lack of social recognition 社会认可度低
- Emotional and physical labour 情绪劳动和体力劳动

Journeys through the sector

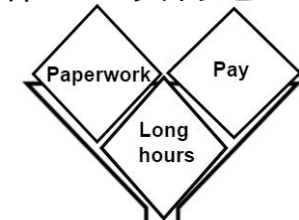
不同的职业生涯路径

- **Career Professionals:** Early years professionals who entered and remain in the sector because of an inherent interest in early years education.
- **职业追求者:** 该类型教师选择并留在该行业是出于对幼儿教育的热情兴趣。
- **Inspired Professionals:** Those who entered the sector because it was convenient but remain in the sector because they have developed a passion for early years education.
- **兴趣转变者:** 该类型教师选择该行业是因为它门槛较低，但能坚持留在该行业则是因为他们逐渐树立了对幼儿教育的热爱。
- **Pragmatic Professionals:** Individuals who entered and remain in the sector out of convenience.
- **现实主义者:** 该类型教师是完全出于现实的便利而选择并留在该行业。

Typology of early years professionals' journeys through the sector: NatCen 2019

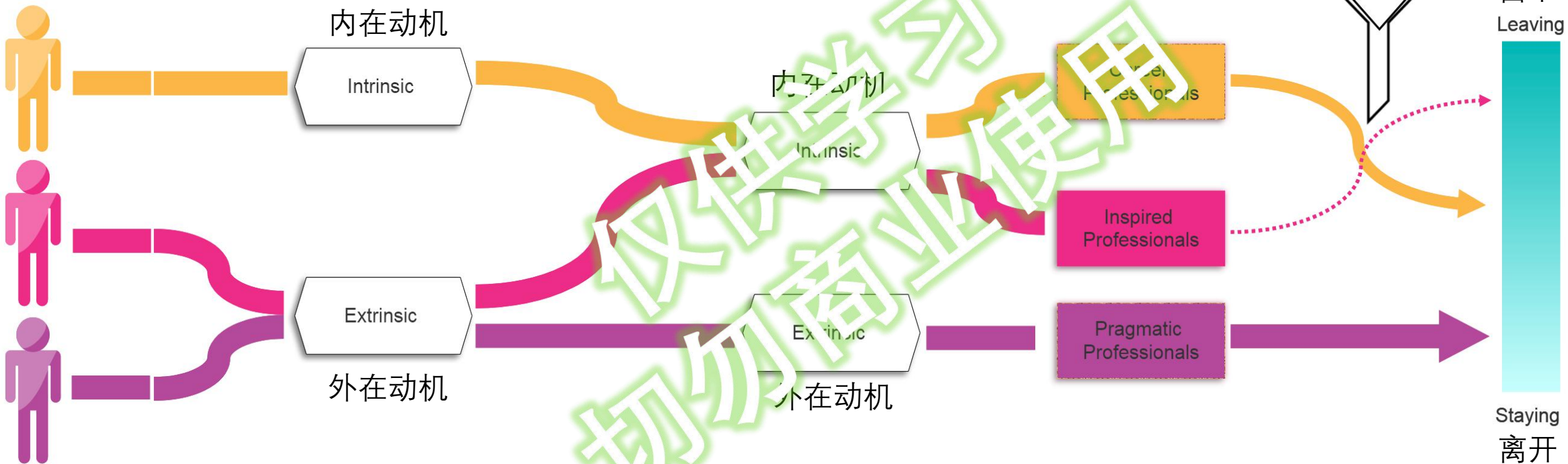
早期教育工作者的类型 (NatCen 2019)

案头工作、工资待遇、工作时长



留下
Leaving

Staying
离开



Career professionals 职业追求者

- This type entered the early years sector because of an intrinsic desire to educate young children. 该类型教师选择该行业是出于想要教育幼儿的内在动机。
- They chose to remain in the sector because they were passionate about providing children with a solid educational foundation. 他们选择留在这个行业，因为他们热衷于为幼儿提供坚实的教育基础。
- These professionals tended to move roles and settings within the sector once opportunities for further development and promotion arose. 一旦有进一步发展和晋升的机会，这类型教师往往会选择调职或跳槽。
- They displayed high engagement with training and CPD but had medium job satisfaction and low satisfaction with the sector. 他们对培训和持续专业发展表现出很高的参与热情，但对工作的满意度持中等水平，对行业的满意度持较低水平。
- Some career professionals intended to stay in the sector because they were highly committed to early years. 一些教师打算留在该行业，因为他们非常投入于早期教育工作。
- Others planned to leave for jobs that would allow them to have a greater impact on young children's lives. 另一些人则计划离开，去做一些能对幼儿生活产生更大影响的工作。

Inspired professionals 兴趣转变者

- This type of professional entered the early years sector to pursue a career and fulfil personal or family commitments. 该类型教师选择该行业是为了追求事业和实现个人或家庭的承诺。
- They tended to be career-minded from the start and viewed working in the early years sector as a facilitator to having career. 他们往往从一开始就有事业心，并被视为早期教育事业的积极推动者。
- Once they entered the sector, this type of professional developed a passion for working in early years. 一旦进入这个行业，这类教师就对早教工作产生了热情。
- There was medium movement within the sector in this group and medium engagement with training and CPD. 该类型教师在的工作稳定度是中等的，参与培训和专业发展的积极性也是中等的。
- Despite their developed passion for early years, this type of professional was most likely to leave the sector as they felt disillusioned because of sector-specific challenges. 尽管这类教师对早期教育逐渐具有了热情，但是当他们看到该行业所特有的问题和挑战时，是最有可能离开这个行业的。

Pragmatic Professionals现实主义者

- This type of early years professional either entered the sector because it was convenient or because they felt they had no other choice. 该类型幼儿教师可能因为入职容易或他们认为没有其他的选择而从事该行业。
- They remained in the sector out of convenience, a lack of alternatives and the flexibility their job provided. 他们留在该行业是出于方便、缺乏其他选择和工作较灵活。
- This type of professional focused primarily on how their job fit with their personal and family needs. 该类型教师的关注点在于工作对自己和家人需求的满足。
- Pragmatic Professionals rarely moved roles or settings within the sector and did not engage in training or CPD as often as other groups. 该类型教师很少换职，也不像其他教师一样积极参加培训。
- These early years professionals planned to stay in the sector as long as their job continued to be convenient, despite sector-related issues that they faced. 该类型教师虽然同样面临行业发展中存在的问题，但只要他们的工作依旧能满足便利，他们就会继续留在该行业。

Consider these 'types' of practitioners in your experience? 以您的经验思考这些“类型”的教师？

- Which 'type' are you? 您属于哪种类型？
- What 'types' are the staff in your team? 您团队内的教师属于哪种类型？
- What do you need to consider with each 'type' of practitioner to make them stay working for you and to be effective in their jobs? 您需要对每一种类型的教师考虑些什么，才能让他们继续为您工作，并有效地完成他们的工作？