



MODULE 1 ASSESSMENT

This topic has been developed with Joss Cambridge-Simmons, the founder of 'Jossy Care', a specialist childcare enterprise that focuses on the importance of gender representation. This course will support your own understanding and reflection on the importance of representation across all areas in the early years and the positive impact this can have on children's learning and development.

The following assessment will support you in reflecting on your environment and practice. You will be able to demonstrate that the information you have listened to has been embedded, and your answers will create new opportunities to create language-rich learning opportunities for the children in your setting.

QUESTION 1

Why is it important that recruiting men in early years is not tokenistic?

QUESTION 2

Society has come a long way in the past two decades within Early Years and how we understand childhood development but there are still challenges in place specifically for men wanting to work with children, could you give examples of some of these challenges male practitioners may face?





MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

Could you please identify ways in which you could make changes in your recruitment process to encourage male applicants?

QUESTION 4

How as a society can we keep the balance of employees in the Early Years sector whilst promoting a diverse and inclusive ethos to the children?

QUESTION 5

How would you manage an objection from a parent/carer who was challenging the recruitment or practice of male practitioners at your setting?





MODULE 2 ASSESSMENT

QUESTION 1

Why for children is it vital that there is diversity amongst their Early Years role models?

QUESTION 2

Please finish the below sentence in relation to anti-racist practice.

Children's early experiences can affect the rest of their lives. Early years practitioners have both a legal and moral duty to:

QUESTION 3

Could you please identify and explain ways to support all children and ensure we are giving positive messages about race?





MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

Acknowledging race is an important part of the role of an Early Years practitioner, can you please list examples of where and how you can incorporate race into every aspect of your setting?

QUESTION 5

Children absorb and develop ideas of what is possible for themselves from the images and materials around them, therefore ensuring children can see themselves and their families in the environment is crucial. Could you please consider and identify ways of implementing representation in your setting?





MODULE 3 ASSESSMENT

QUESTION 1

Please identify some of the skills and qualities that are needed to be a practitioner for Early Years children?

QUESTION 2

Why is it important that as educators we reflect on our own gender and other aspects of our identities?





MODULE 3 ASSESSMENT CONTINUED

QUESTION 3

It is important as an educator that you are able to examine your own feelings and attitudes, sensitively, honestly and openly to avoid successive generations of children experiencing bias and inequality which can lead to underachievement. Why and how can these reflection and communication techniques support children?

QUESTION 4

How important is it that practitioners understand why the societal issues (such as patriarchy as discussed throughout the podcast episodes) impact practice and provision in the Early Years?

QUESTION 5

Self-reflection is a form of self-care, this should be fundamental to educators working with young children to better improve their practise, please explain why self-reflection is so important?





MODULE 4 ASSESSMENT

QUESTION 1

Could you please list some immediate actions you could put in place at your setting to promote a diverse and equal workforce?

QUESTION 2

What percentage of the Early Years Workforce is currently made up of male employees?

QUESTION 3

What examples from the media (i.e., Books, films, etc.) can you think of that showcase men in a nurturing and caring role and what is the positive impact of this?





MODULE 4 ASSESSMENT CONTINUED

QUESTION 4

Could you please identify the main piece of legislation that all settings are bound by that aims to eliminate discrimination and prejudice?

QUESTION 5

A more gender-balanced workforce will provide children with the widest range of experiences, skills and teaching styles that will benefit their learning and development. Could you please state some other benefits to having a gender-balanced workforce?





REFLECTION SECTION

From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.

Key areas to reflect on:

- *What have you learnt and how this will impact your practice?*
- *What changes you intend to make in your setting from the knowledge you have gained from this module?*
- *What is the desired impact of the changes you intend to make for the children?*

Please also ensure to give a copy of this assessment including your reflection section to your senior leader, this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.





REFLECTION SECTION CONTINUED

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MODULE 1 ASSESSMENT

This topic has been developed with Joss Cambridge-Simmons, the founder of 'Jossy Care', a specialist childcare enterprise that focuses on the importance of gender representation. This course will support your own understanding and reflection on the importance of representation across all areas in the early years and the positive impact this can have on children's learning and development.

The following assessment will support you in reflecting on your environment and practice. You will be able to demonstrate that the information you have listened to has been embedded, and your answers will create new opportunities to create language-rich learning opportunities for the children in your setting.

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Why is it important that recruiting men in early years is not tokenistic?

- It is important to demonstrate that men and women are equal and capable of caring and educating children.
- Recruiting men is a step towards a gender-equal future
- Male practitioners have the ability to encourage young boys in their care to explore their feelings
- Many children do not have male role models in their home environment and there is a hugely developmental benefit to children by having a male practitioner in their setting.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Society has come a long way in the past two decades within Early Years and how we understand childhood development but there are still challenges in place specifically for men wanting to work with children, could you give examples of some of these challenges male practitioners may face?

- Perception and judgement from parents and peers.
- Misconception that men cannot connect emotionally with children and/or be as nurturing as females.





MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Could you please identify ways in which you could make changes in your recruitment process to encourage male applicants?

- Gender-neutral terms for job roles such as 'early years practitioner' rather than 'nursery nurse'
- Including 'positive action' statements, images of men and male case studies in job advertisements, to clarify that male applicants are welcome
- Holding open days targeted at attracting male recruits
- Promoting early years and other caring jobs to boys of all ages
- Working with Job Centres to promote early years careers to men
- Promoting vacancies to parents/carers

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

How as a society can we keep the balance of employees in the Early Years sector whilst promoting a diverse and inclusive ethos to the children?

- It is important that children experience a diverse and inclusive environment including practitioners of men, women and people whose identities challenge the gender binary; people from a range of ethnic, religious and cultural backgrounds; people with different sexual identities; people with and without disabilities.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

How would you manage an objection from a parent/carer who was challenging the recruitment or practice of male practitioners at your setting?

- If a parent/carer has objections about a member of staff based purely on their gender, you should respectfully, but confidently highlight your settings policies and procedures for safeguarding children and make it clear that parents cannot pick and choose who cares for their child purely due to gender.
- Focus on the positive attributes your male practitioners bring to challenge the parent/carers misconceptions.





MODULE 2 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Why for children is it vital that there is diversity amongst their Early Years role models?

- It is important that children are exposed to every kind of culture and every kind of human.
- Children exposed to other cultures from a young age will be more inclusive throughout their life.
- Children are influenced by their environments and the adults around them in ways which affect children's own ideas about themselves.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Please finish the below sentence in relation to anti-racist practice.

Children's early experiences can affect the rest of their lives. Early years practitioners have both a legal and moral duty to:

- Take into account every unique child's race and ensure all child develop a positive sense of self and are provided with support and opportunities to reach their potential.

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Could you please identify and explain ways to support all children and ensure we are giving positive messages about race?

- Children ask questions - We need to respond to these with positive messages
- Be proactive and talk about race in an accurate, age-appropriate way.
- We also need to be aware of our own attitudes and biases – Professional discussions in training, staff meetings and supervision support in exploring attitudes and bias's and what they mean for practice.
- Having a diverse staff team reinforces positive messages to children and families.
- Informing parent's/carers with your diverse approach and what you are doing in the setting encouraging partnership if any families can support and would like to be involved.





MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Acknowledging race is an important part of the role of an Early Years practitioner, can you please list examples of where and how you can incorporate race into every aspect of your setting?

- Policies and procedures,
- Planning,
- Areas of the curriculum,
- The learning environment,
- Resources,
- Teachable moments.
- Everyone needs to talk about race - Talk together as a staff team, with children, families and others.
- Reflect on, audit and evaluate practice.
- Ensure children develop a positive sense of identify and feel proud of who they are.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Children absorb and develop ideas of what is possible for themselves from the images and materials around them, therefore ensuring children can see themselves and their families in the environment is crucial. Could you please consider and identify ways of implementing representation in your setting?

- Representation of all individuals and family set ups including different races, disabilities, ages, types of families including single parents, same-sex parents, grandparents raising children
- A workforce who have some of the same identity features as children and their families – race, religion, gender, sexual orientation, language.
- Images and Photos of the children and their families.
- Displays, books resources that enable acting out a range of identities which actively challenge stereotypical representations and avoid tokenism
- Role-play ensuring children have the opportunity to play in gender-flexible ways and that the area and materials reflect diverse cultures, with items from various cultures and communities
- Areas where children can relax and be calm surrounded with photos and cultural items.





MODULE 3 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Please identify some of the skills and qualities that are needed to be a practitioner for Early Years children?

- Self Awareness
- Passion
- Patience
- Caring
- Love
- Reflection

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Why is it important that as educators we reflect on our own gender and other aspects of our identities?

- Educators must examine their own thoughts, attitudes and assumptions towards difference and diversity.
- Educators need to be aware that barriers the children face may not always be obvious particularly those barriers which are subconscious.
- It is important that educators reflect on their attitudes, behaviour and practice as the attitudes of children towards diversity are significantly affected by the behaviour of the adults around them.





MODULE 3 ASSESSMENT CONTINUED

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

It is important as an educator that you are able to examine your own feelings and attitudes, sensitively, honestly and openly to avoid successive generations of children experiencing bias and inequality which can lead to underachievement. Why and how can these reflection and communication techniques support children?

- It is important that as an educator you explore and understand your own feelings and attitudes challenging your own bias, educators will then be able to support children towards recognising and managing emotions as this will support children to develop an interest in the feelings of others, thus enshrining social and emotional skills supporting children in becoming social and emotionally competent individuals, with self-awareness and positive attitudes not only toward themselves but also toward others and capable of managing their own emotions, identifying their strengths, weaknesses and working to improve them, Achieving goals and resolving problems in a responsible and effective manner, respecting other, empathy and appreciating diversity.

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

How important is it that practitioners understand why the societal issues (such as patriarchy as discussed throughout the podcast episodes) impact practice and provision in the Early Years?

- Previously in Early Years gendered power dynamics went unnoticed and unaddressed in children's play which is why it is important educators are aware of the impact this could have on children as during their first years this is because children learn gendered attitudes and expectations, from adults around them parents also their social worth and what their role in society should be therefore practitioners need to understand the impact of patriarchy and challenge this in their practice.





MODULE 3 ASSESSMENT CONTINUED

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Self-reflection is a form of self-care, this should be fundamental to educators working with young children to better improve their practise, please explain why self-reflection is so important?

- Reflective practice is an excellent way to maintain and continually improve the quality of your practice.
- Reflective practice is thinking and analysing practice to challenge, change, develop and improve it.
- Reflection supports in developing professional attitudes, and responses to situations. It also helps us to examine and question how to adapt or develop professional practices.
- Reflection can help to ensure we are continuingly developing our policies and procedures to ensure that we are meeting the needs of all children and families individually.
- Reflection supports exploration of feelings and weaknesses and then ways to improve and enhance positive feelings if a situation may occur again.
- Sharing reflection in team meetings help to enhance perspectives and enrich communication amongst practitioners and supports with improvement in a team working together to solve situations.





MODULE 4 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Could you please list some immediate actions you could put in place at your setting to promote a diverse and equal workforce?

- Discussing diversity of employees in team meetings, giving practitioners opportunity to reflect on their own bias openly and honestly whilst sharing ideas to implement and challenge bias and imbalance.
- Marketing and communications promoting diversity
- Highlighting diversity when seeking applicants for roles.
- CPD and Training.
- Reflection and Auditing of the environment and practice.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

What percentage of the Early Years Workforce is currently made up of male employees?

2%

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

What examples from the media (i.e., Books, films, etc.) can you think of that showcase men in a nurturing and caring role and what is the positive impact of this?

- Look who's Talking
- Kindergarten Cop
- Daddy Daycare
- Three men and a baby

Films such as the above are important because they highlight positively men playing a nurturing and caring role for a child, these films can also aid in communication and examples when challenging bias on how important a male role model in a setting is and the positive impact this can have on children.





MODULE 4 ASSESSMENT CONTINUED

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Could you please identify the main piece of legislation that all settings are bound by that aims to eliminate discrimination and prejudice?

The Equality Act 2010.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

A more gender-balanced workforce will provide children with the widest range of experiences, skills and teaching styles that will benefit their learning and development. Could you please state some other benefits to having a gender-balanced workforce?

- A more representative workforce which reflects the communities' children live in
- Challenging gender stereotypes in the workforce and demonstrating that men can be professional caregivers and educators
- A possible rise in status for the sector resulting from higher male participation wider career choices for boys and men
- Families placing greater value on male involvement in their children's early years
- Having a male practitioner helps children to see that men and woman can be caring, which is important for the boys as it gives them a positive role model.

