

Cambridge Early Years practitioner standards



Cambridge is committed to supporting the continuing improvement of the quality of educational outcomes for all learners following Cambridge programmes in schools around the world.

We recognise that classroom teaching has the largest impact on the quality of educational outcomes. What teachers know and do makes the difference in improving student learning outcomes – their knowledge, pedagogical practices and relationships with students.

In support of this, we have developed the Cambridge Early Years practitioner standards to define key characteristics and practices of effective teachers.

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Purposes of the Cambridge Early Years practitioner standards

The primary purpose of the Cambridge standards for early years practitioners is to define the range of characteristics and practices needed to deliver the Cambridge Early Years programme effectively. They derive from and are consistent with contemporary international research into effective teaching.

Practitioners who use the standards to evaluate their own practice and guide their continuing professional development should be in a strong position to achieve the desired outcomes for children from the Cambridge Early Years programme.

The standards provide a benchmark of what we consider to be practitioner quality. They can be used by practitioners to confirm successful teaching practice and help determine areas and priorities for their own professional development.

This might include participating in an appropriate Cambridge Professional Development Qualification (PDQ) programme. Practitioners aspiring to develop their career prospects will find the standards a helpful guide to the scope of the teaching role and aspects they want to develop.



You can find out more about becoming a Cambridge Early Years centre on our [website](#).

The Cambridge standards for early years practitioners in context

We have developed the Cambridge standards for early years practitioners alongside:

- the Cambridge Standards for Schools, which help schools carry out self-evaluations
- the Cambridge Teacher and School Leader Standards, which define the range of characteristics and practices teachers and school leaders need to provide Cambridge programmes effectively.

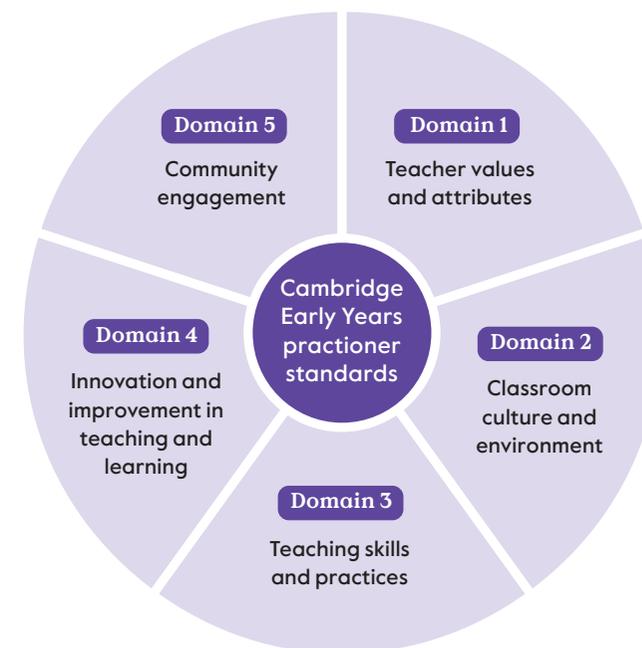
Our statements about the attributes of Cambridge learners and teachers are also relevant and these can be found [here](#). We have adapted the learner attributes to demonstrate what they look like in the early years, and these can be found on page 8 of our Cambridge Early Years Curriculum document. All these documents are intended to help schools provide high-quality Cambridge programmes, and are complementary to and consistent with each other.

We recognise that school teaching is dependent on context. This means that detailed recommendations will not be relevant or helpful. Effective practitioners will learn from educational research and their own experience, adapt ideas intelligently and apply them to their current context.

We have designed the Cambridge Standards for Early Years Practitioners to be as open as possible so practitioners can apply them to their own contexts. They are based on the principle that effective teaching has many common practices, so they are relevant to all practitioners in early years settings.

The structure and organisation of the Cambridge standards

There are five Cambridge domains for early years practitioners. Each domain contains a number of individual standard statements that are detailed and concrete.



They outline what a practitioner should know and be able to do, or demonstrate, in terms of their professional knowledge, practice and engagement. This should allow practitioners to understand how to show they have met individual standards.

Domain 1 Teacher values and attributes

Teachers:

- Standard 1** demonstrate a shared understanding of the vision, mission and objectives of the early years centre.
- Standard 2** model the highest standards of ethical conduct in their interactions with the community of the early years centre.
- Standard 3** make a positive contribution to the wider life and ethos of the early years centre.
- Standard 4** demonstrate a commitment to lifelong learning by engaging in reflective practice.
- Standard 5** demonstrate a consistent commitment to well-being for all members of the early years centre.

Domain 2 Classroom culture and environment

Teachers:

- Standard 1** create a classroom culture and environment where all children are supported in their learning.
- Standard 2** establish positive and productive relationships with all children to support their learning and achievement.
- Standard 3** have high expectations of themselves in their early years professional practice.
- Standard 4** have high expectations of all young children.
- Standard 5** work effectively with colleagues to develop the early years curriculum and enhance learning of young children.
- Standard 6** identify and support different language and communication needs of young children.



Domain 3 Teaching skills and practices

Teachers:

- Standard 1** demonstrate secure knowledge and understanding of early childhood development and how young children learn.
- Standard 2** demonstrate secure knowledge of the content of their early years curriculum and early years pedagogy, and plan coherent, authentic and engaging learning experiences
- Standard 3** have a deep understanding of the diverse needs of young children and adapt their practice accordingly.
- Standard 4** establish a safe and stimulating early years learning environment to nurture self-regulation, confidence, agency, identity and belonging.
- Standard 5** use effective play-based, child centred, multi-sensory teaching strategies to motivate, challenge and extend children's learning and confidence.
- Standard 6** demonstrate knowledge of the early years curriculum and plan for development of children's understanding and skills.
- Standard 7** use a range of systematic observation strategies to support and assess young children's learning and development.
- Standard 8** use effective observation and monitoring systems to understand young children's progress and attainment.
- Standard 9** use insights gained from assessment to feedback to learners, build agency and plan next steps.
- Standard 10** implement routines and expectations that promote positive and courteous behaviour for well-being and learning at the early years centre.



Domain 4 Innovation and improvement in teaching and learning

Teachers:

- Standard 1** engage in reflective practice to improve their early years teaching and learning process.
- Standard 2** use a variety of teaching and learning strategies that encourage the development of young childrens' problem-solving, metacognitive, critical and creative thinking skills.
- Standard 3** demonstrate effective use of digital technologies to extend learning to enhance young childrens' knowledge, skills and conceptual understanding.
- Standard 4** share key information on progress, attainment and areas for development with colleagues, and collaboratively work towards improving each young child's learning.
- Standard 5** critically engage with research and evidence in early childhood development and apply new ideas and approaches to improve the quality of their practice.

Domain 5 Community engagement

Teachers:

- Standard 1** value and promote the importance of home experiences and work in partnership with parents and carers to extend young children's learning and development.
- Standard 2** report clearly, accurately and respectfully to parents/carers about children's achievements, wellbeing and next steps.
- Standard 3** support children through a range of transitions, including progression to primary school.
- Standard 4** establish professional relationships with colleagues in other institutions, professional bodies and educational organisations to develop professional early years practice.
- Standard 5** engage with the wider community to enhance the life, vision and mission of the early years centre.