

***The Early Years  
Professional:  
The Missing Piece in the  
Jigsaw for Children?***

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Making a difference:  
Transforming early years practice  
OMEP & Canterbury Christ Church University  
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# Values

Spend a couple of minutes reflecting on your values-personal and professional:

- *Why do you do what you do ?*
- *What is your primary driver ?*
- *What has influenced you ?*
- *What will you compromise on and what will you **NOT** compromise on ?*



**Education**



**Early**

**Intervention**



## ***PhD Research***

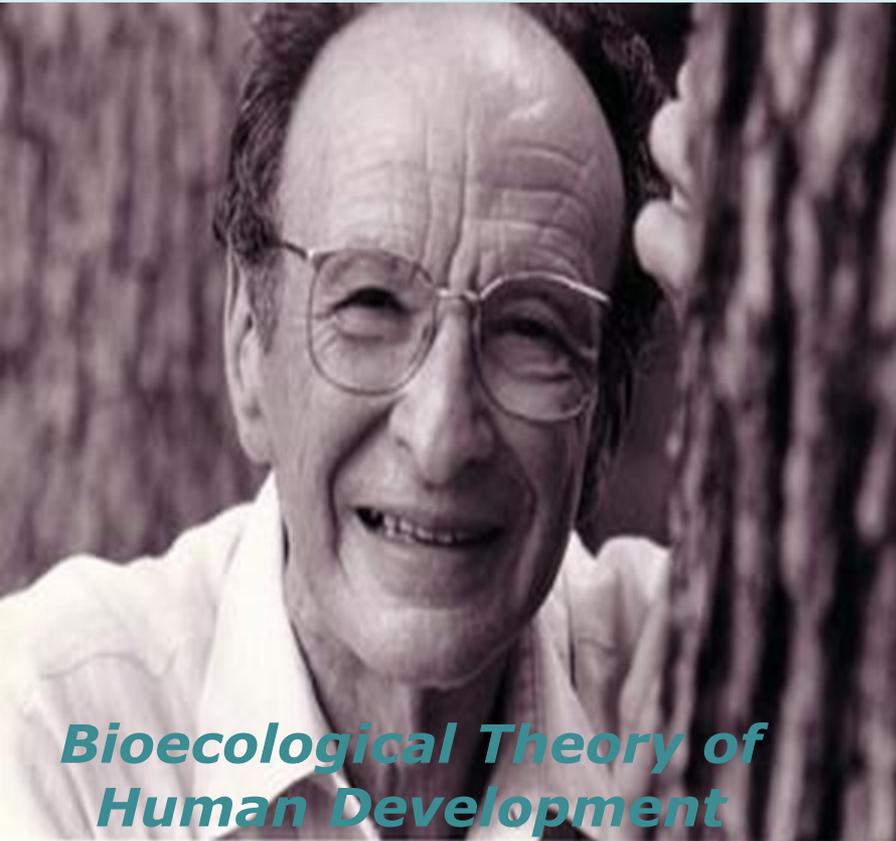
*An exploration of the concept of professional identity through a critique of the concept, implementation and impact of EYPS as a new professional model.*

*<http://www.northampton.ac.uk/people/eunice.lumsden>*

## ***Proposed National Changes to Graduate Leaders in the Early Years Workforce***

Recommendation 16

# Theoretical Framework



*Bioecological Theory of  
Human Development*

The contemporary significance of the ecological model cannot be overstated. It has provided a major starting point for understanding the link between children and their community.

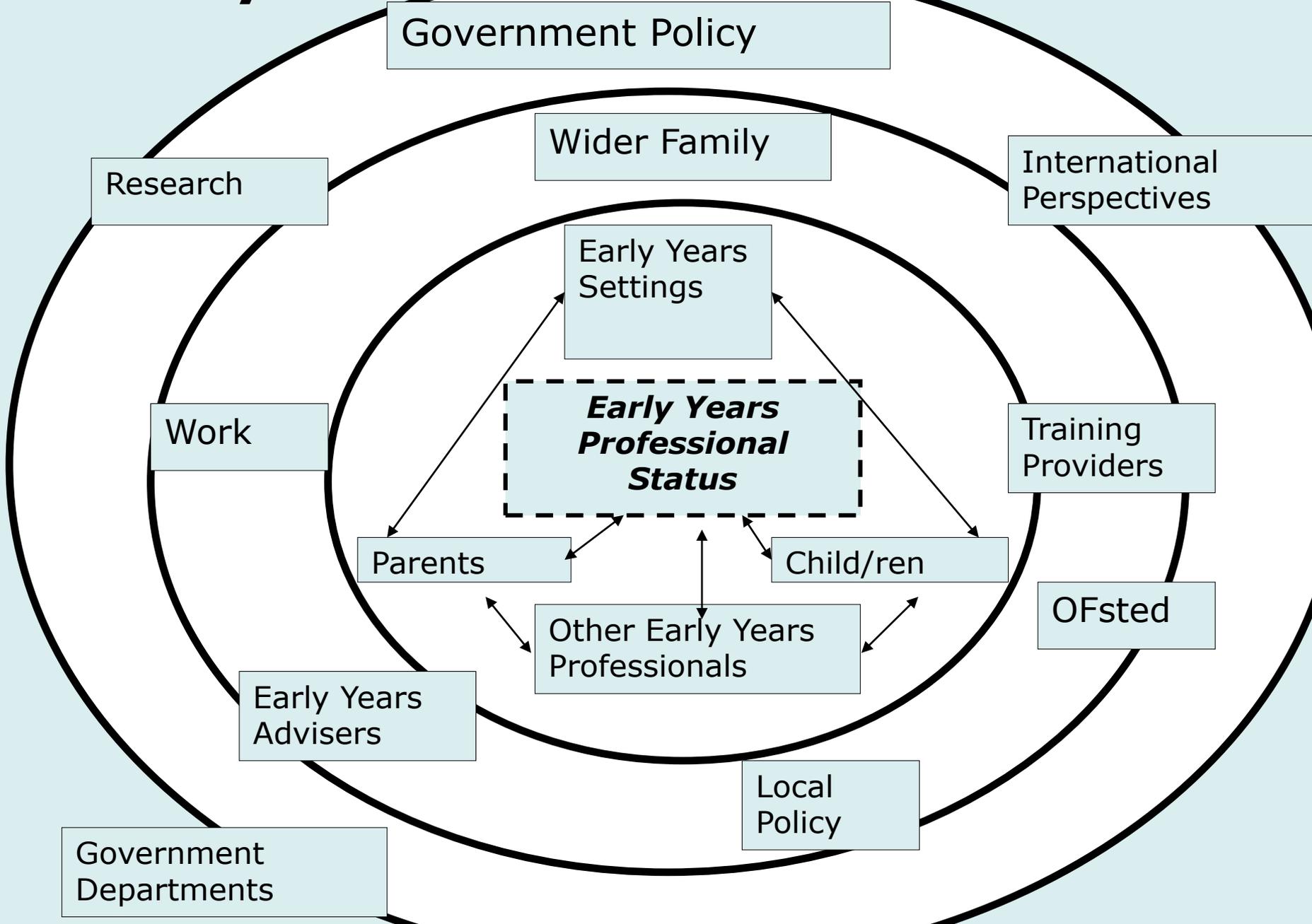
Pierson (2008:87).

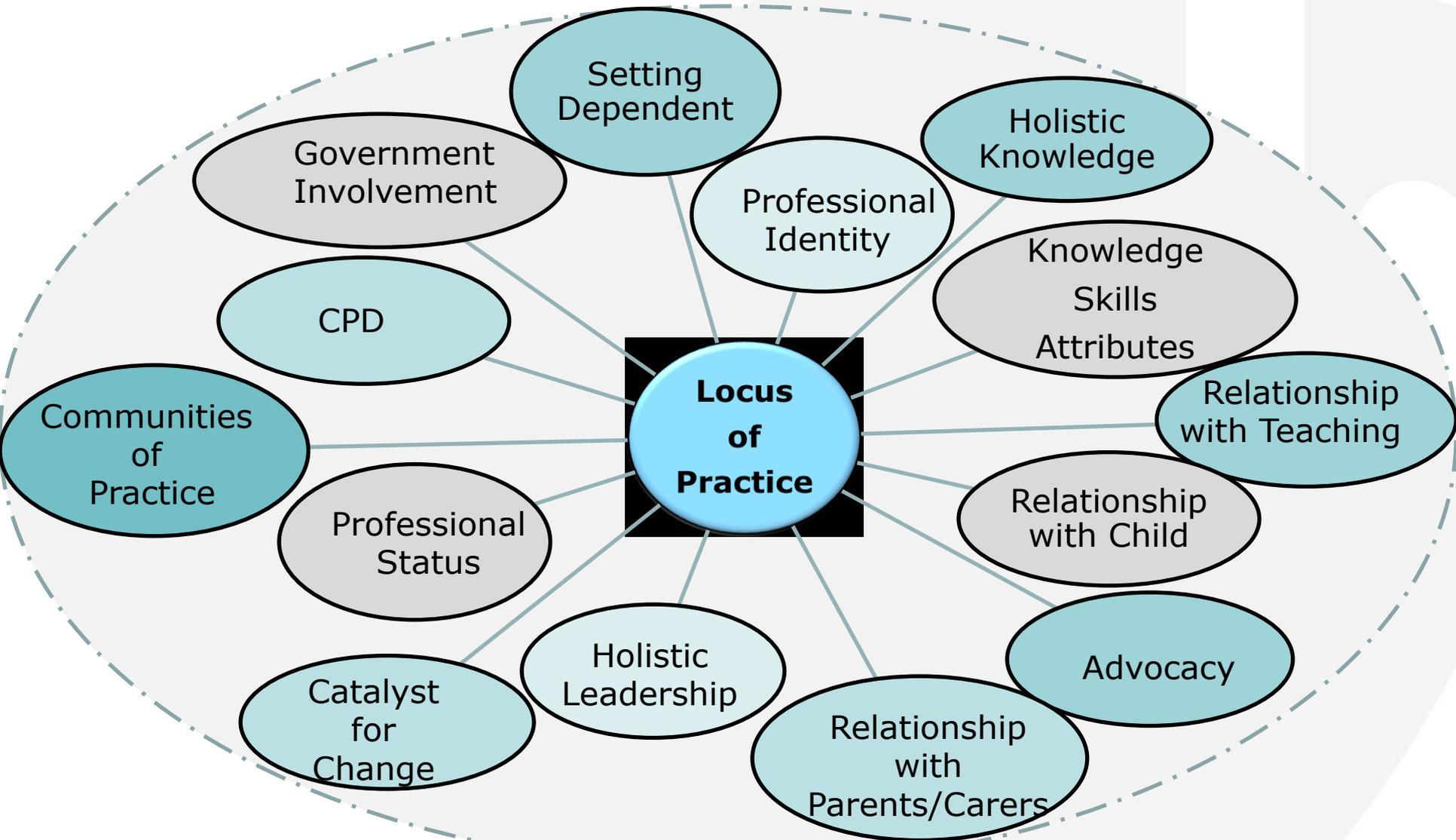
I offer to the prologue now, in advance, in the hope that others too maybe moved to get into the act.

‘The play’s the thing’.

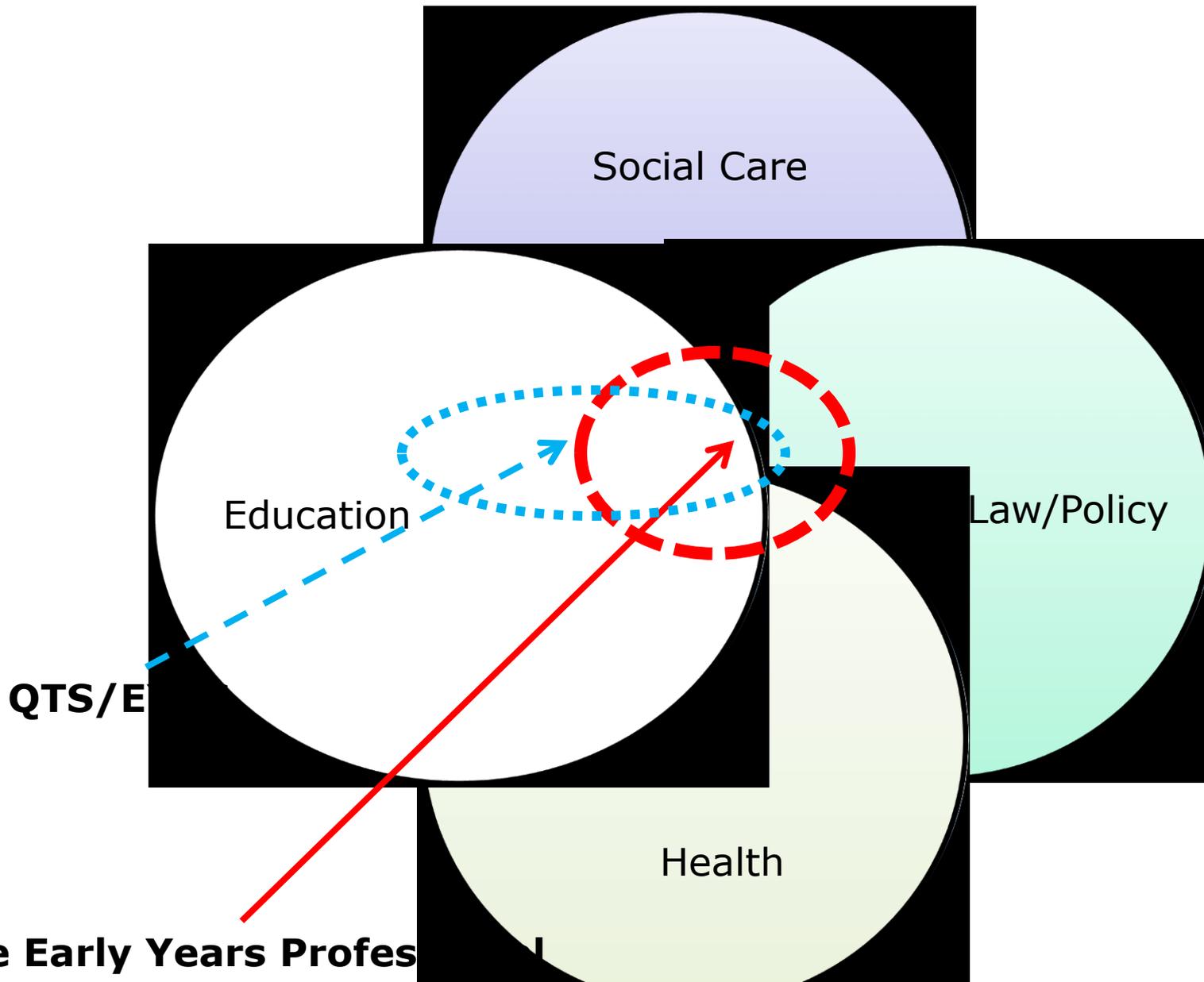
Bronfenbrenner, (2005:124).

# Chronosystem

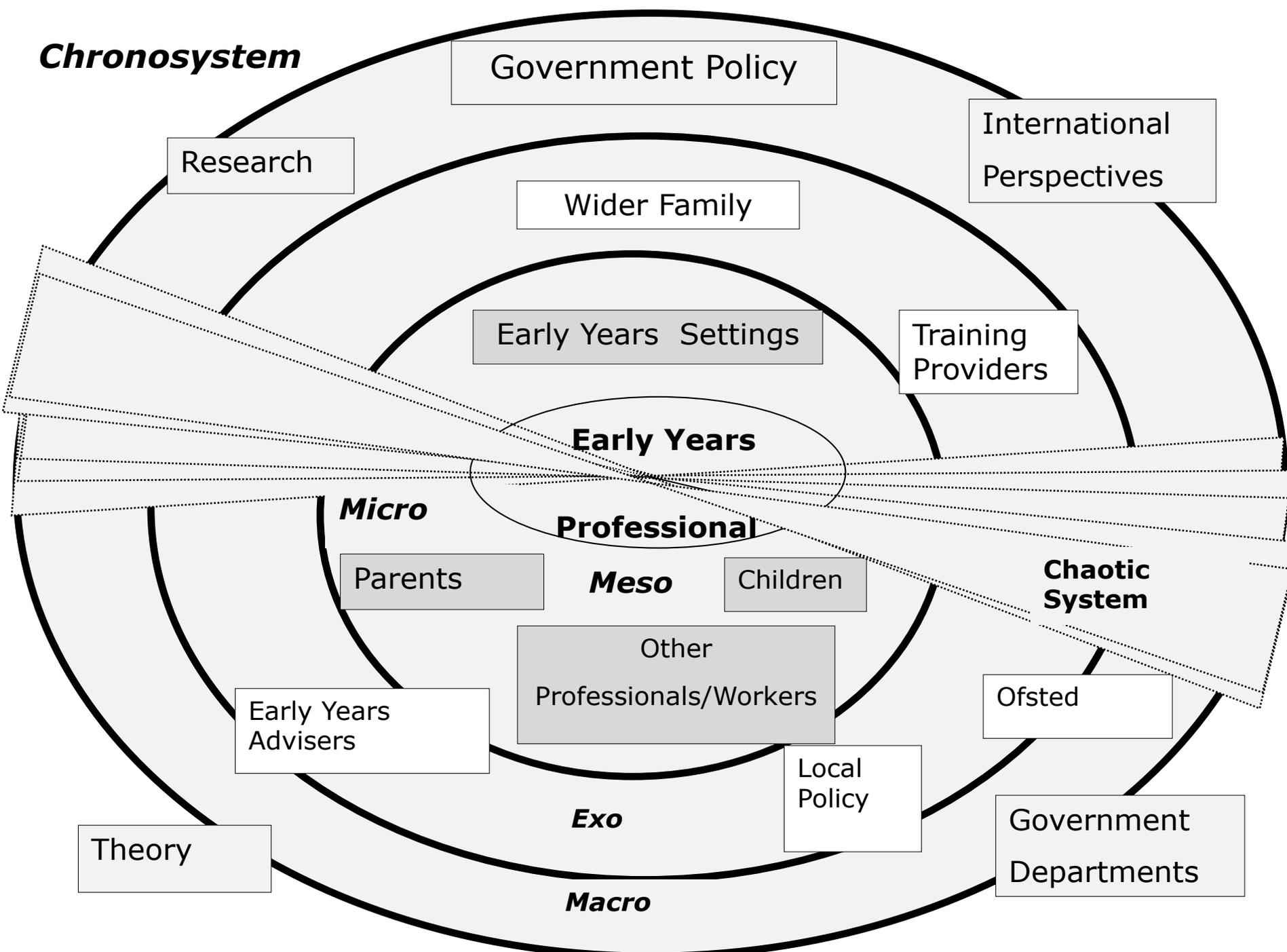




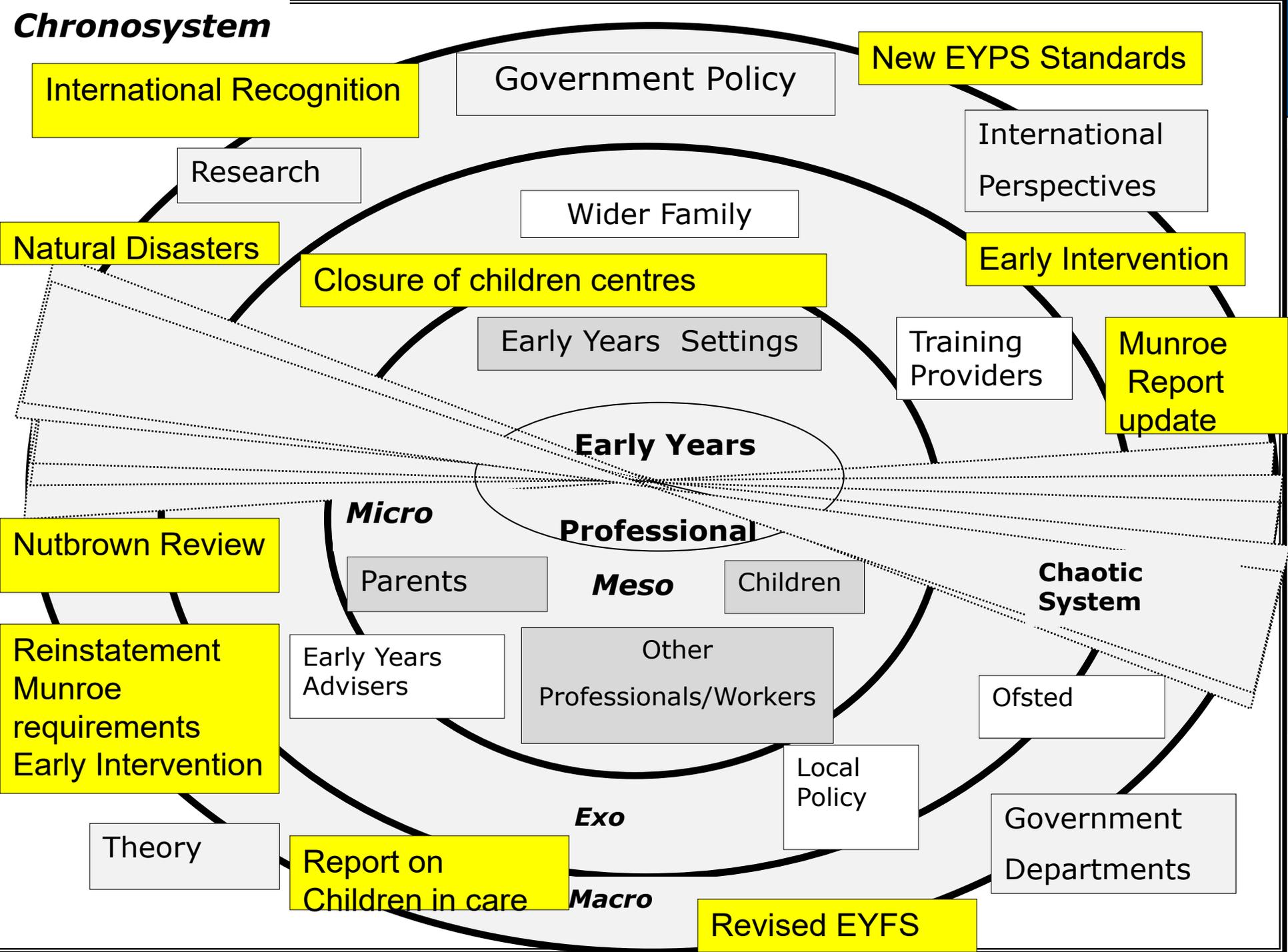
# A New Professional Space with Flexible Borders



**Chronosystem**



# Chronosystem



# Nutbrown review.....

- Recognises value of EYPS **BUT** want 0-7 QTS qualification
- Phasing out of EYPS - based on **'conversations' and research prior to EYPS -seen as a direction of travel** to get salary and status for Early Years Professionals
- Ways to help EYPS to QTS

***BUT*** those with QTS were not seen as needing the knowledge and skills of those with EYPS

**This fails to recognise the depth, breadth and interdisciplinary nature of the Early Years Professional and their emerging holistic role and the intersection of different professional groups.**



It failed to recognise, show respect or value the hard work of those who have often had challenging early educational experiences and their families and employers who have supported them.



It failed to recognise the major impact of EYPS on quality in the early years.

National Evaluation of Early Years Professional Status (Mathers *et al.*, 2011)

Graduate Leaders Fund (Department of Education, 2012)



- It failed to recognise the unique knowledge, experience and skills many bring to the early intervention agenda.
- It failed to recognise that establishing a new profession takes time. There have been and will be mistakes.



It failed to recognise the importance of '*pondering history ... [and] working for the things you believe in*' (Nutbrown, Clough and Selbie, 2008:118)



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## What others have said.....

*"I have found the emerging ECD service provider status of "early years professional" in UK [England] extremely interesting and 'developmentally appropriate'. It would be a great way of promoting an inter-disciplinary professional, who would facilitate holistic development of the child."*

Nurper Ulkuer (who was Chief, Early Childhood Development Unit/PDO United Nations Children's Fund)

# Christine Chen Singapore

It is a new professional status that has a wider scope than the teacher in the pre school setting?

# Australia

Work on interdisciplinary working in the early years (Lumsden, 2005, 2009) has....

‘...relevance to, and impact on, Australian early childhood education and care’. (Department of Education and Early Childhood Development, 2011:19).

<http://www.eduweb.vic.gov.au/edulibrary/public/earlylearning/prac-partnerships.pdf>

## **Recommendation 16 Research**

Nationwide study

July –Sept 2012

1114 responses mainly those with EYPS

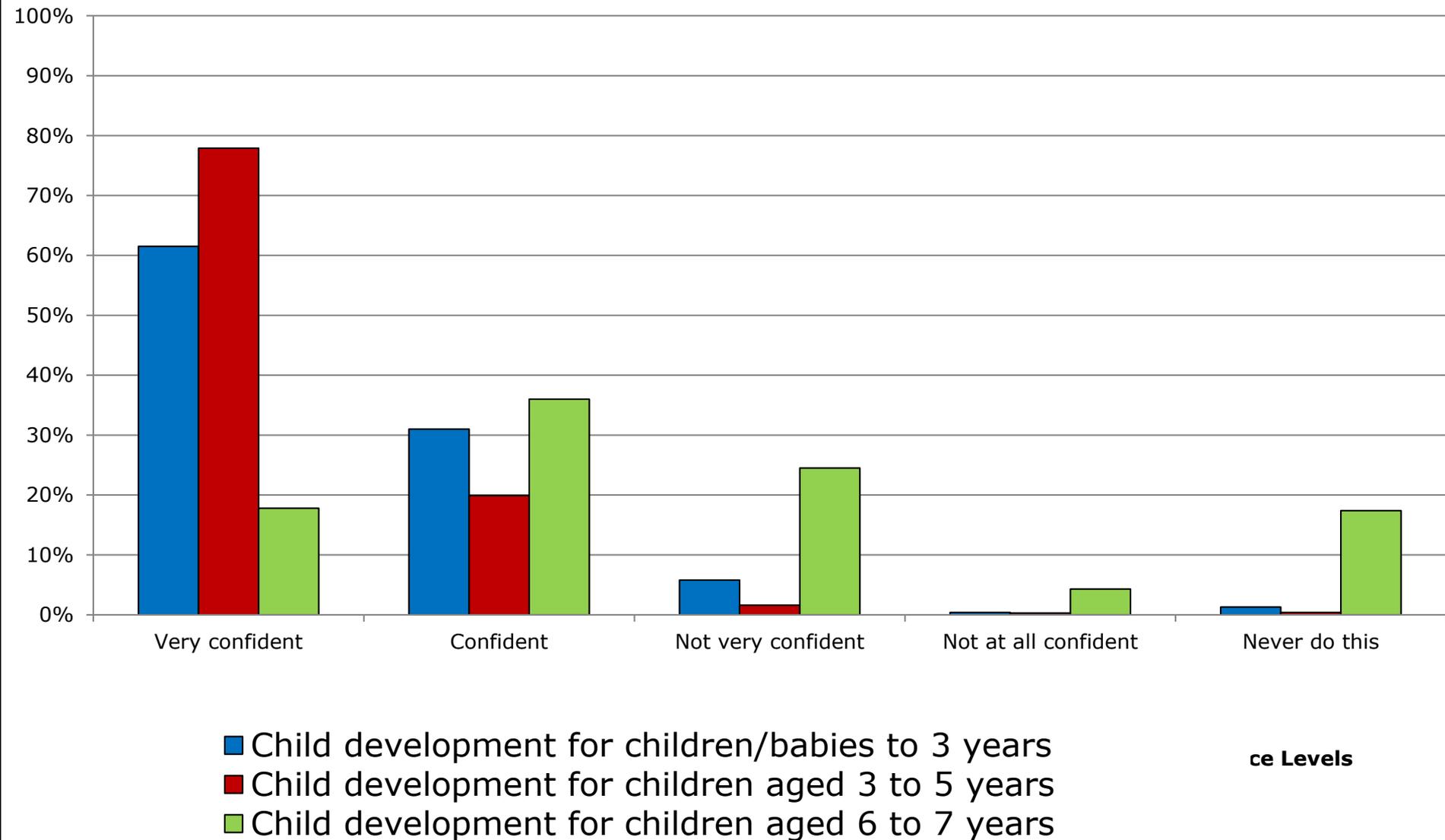


- The initial analysis suggested that Early Years Professionals ***are confident in their practice and are impacting positively on the early years sector and outcomes for children.***
- There were mixed views about a 'New Teacher' role with the age range of birth to seven being seen as too wide.

- Rather than wanting to be teachers with QTS, the majority of those supporting the '*New Teacher*' viewed it as an opportunity for the ***evolution of EYPS that would enhance practice and really recognise the value and importance of early childhood development and care.***
- Those with EYPS were also clearly able to recognise the limitations in their knowledge and skills and future requirements for training.

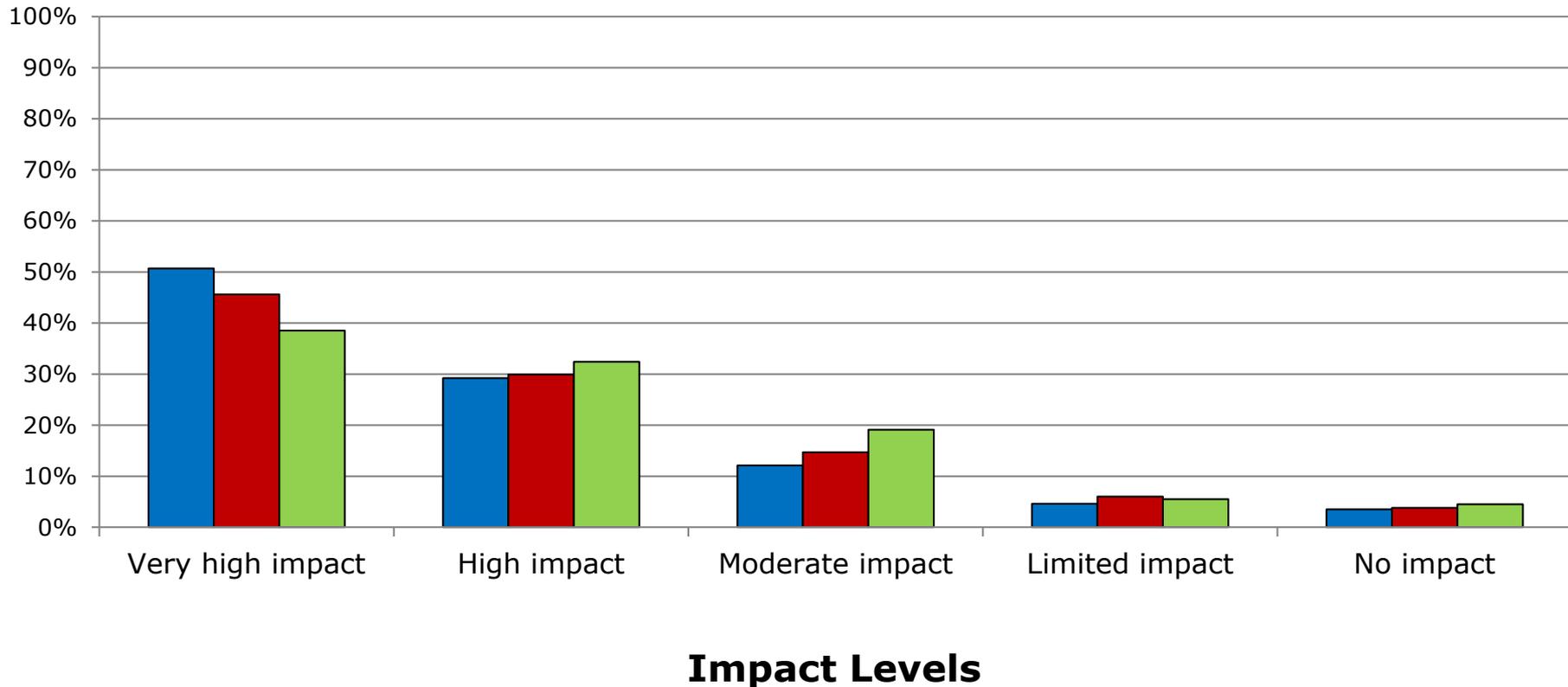
# Confidence Levels Example

## Child Development



# Impact Levels Example

## Impact on Setting Practice



- Developing high quality early years environments
- Improved observations and planning
- Improved policies and procedures in the setting



# Early Years Professionals are...

....emerging has confident  
professionals occupying a new  
professional space.

They are positively impacting on  
English ECEC and they are...



***...an holistic leadership  
professional - an  
advocate for young  
children.***



# The Early Years Professional is.....



**An 'essential'  
not just desirable  
member of the  
wider  
children's workforce**

## Furthermore...

...pondering history will show it was a ***missed opportunity*** if government fail to recognise and celebrate what they have achieved with EYPS.

They will continue to, as Osgood (2010) contends, reinforced the ***social injustice, poverty and low status that persist in the early years workforce.***

**and children....**

**They deserve the best possible start with a new interdisciplinary professional who has the potential to be the missing piece in the jigsaw.**



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# Maybe a letter...

Dear Mr Gove

Congratulations on all the work of your Department in supporting Early Years Professions make a real difference to children and families in the early years.....

**Please go and continue to be....**

Pioneers who understand  
that you will work in the  
*Chaotic System* and

***have your voice  
heard***

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