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Creator(s): Lumsden, E.

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Early Years Professional Status Stakeholder Perspectives

**19th EECERA Conference
Strasbourg, France
26th -29th August 2009**

**Eunice Lumsden
The University of Northampton
England**





Introduction

This Paper reports on the stakeholders stage of a longitudinal study critiquing the notion of professional identity through the development of the Early Years Professional



Setting the Scene

Since the Labour Government were elected in 1997 a raft of policies and legislation have been introduced to improve services for children and families:

- National Childcare Strategy, 1998;
- Protection of Children Act, 1999;
- Every Child Matters Agenda, 2003;
- The Children Act, 2004;
- Ten Year Strategy, 2004;
- The Childcare Act, 2006;
- The Children Plan.





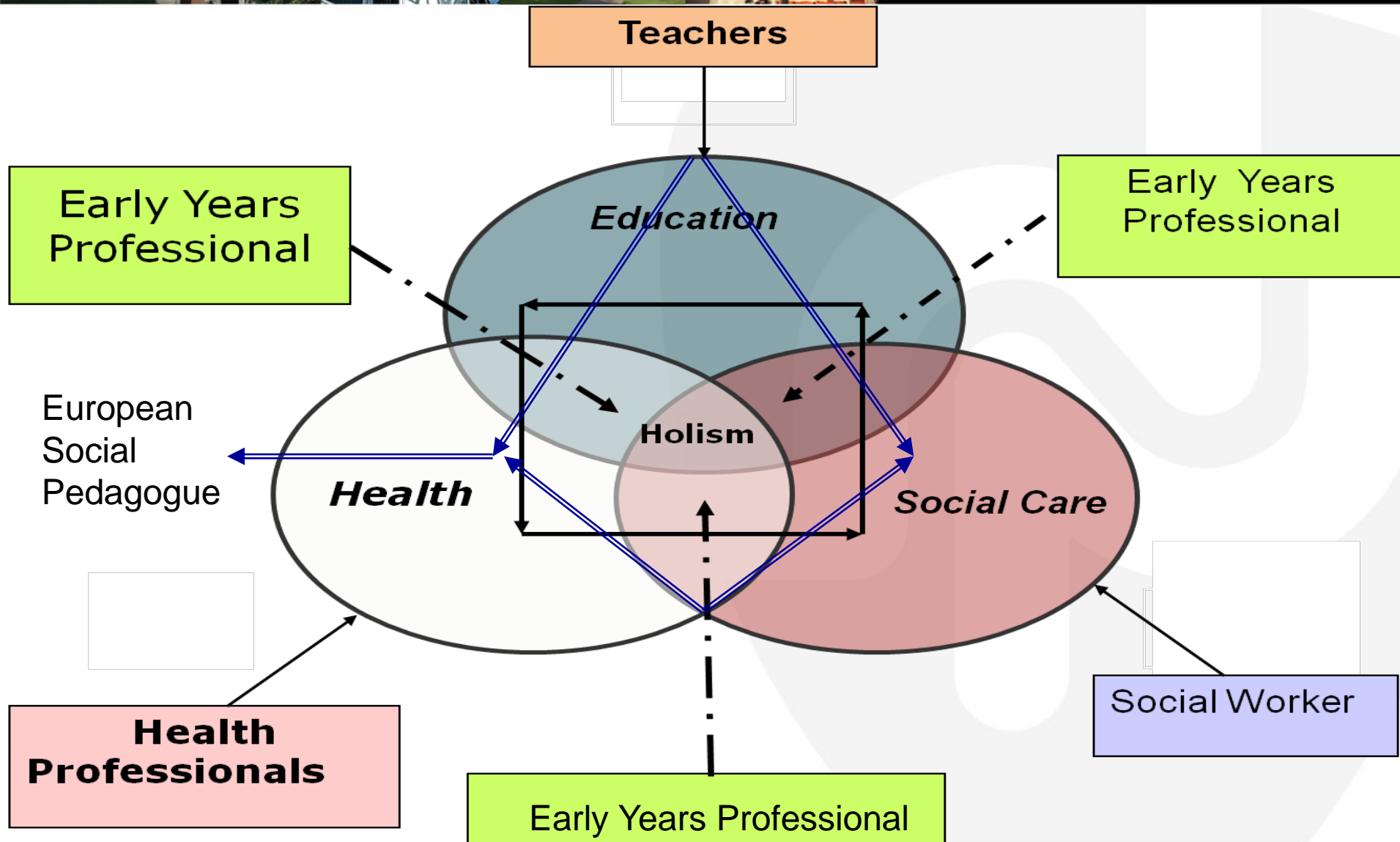
- Early Years Professional Status is central to British government childcare policy in England.
- Aims to raise standards in the early years, particularly in the private, voluntary and independent (PVI) sectors.





- Child Care Act (2006) legal basis for statutory Early Years Foundation Stage, 0-5
- New multi-disciplinary professional role in early years in the form of Early Years Professional Status, which is *presented as being broadly equivalent to Qualified Teacher Status (QTS)* for work with the 0-5 age range.

The Intersection of Service Delivery and the Locus of Early Years Professional



23/07/2012

Lumsden, 2009

Stakeholders Research Aims and Objectives

To ascertain their views about the introduction of the new Early Years Professional at two points:

- Stage 1: *Start of the training routes*
- Stage 2: *One year later*





Who are the Stakeholders?

- Early Years Practitioners
- Early Years Teachers
- Primary Teacher
- Policy makers
- Early Years Advisers
- Nursery owners
- Academics
- Childminders
- Children Centre Leaders





Sample

Questionnaires

Stage 1: 62

Stage 2: 24

Case Studies

Stage 1: 8

Stage 2: 8





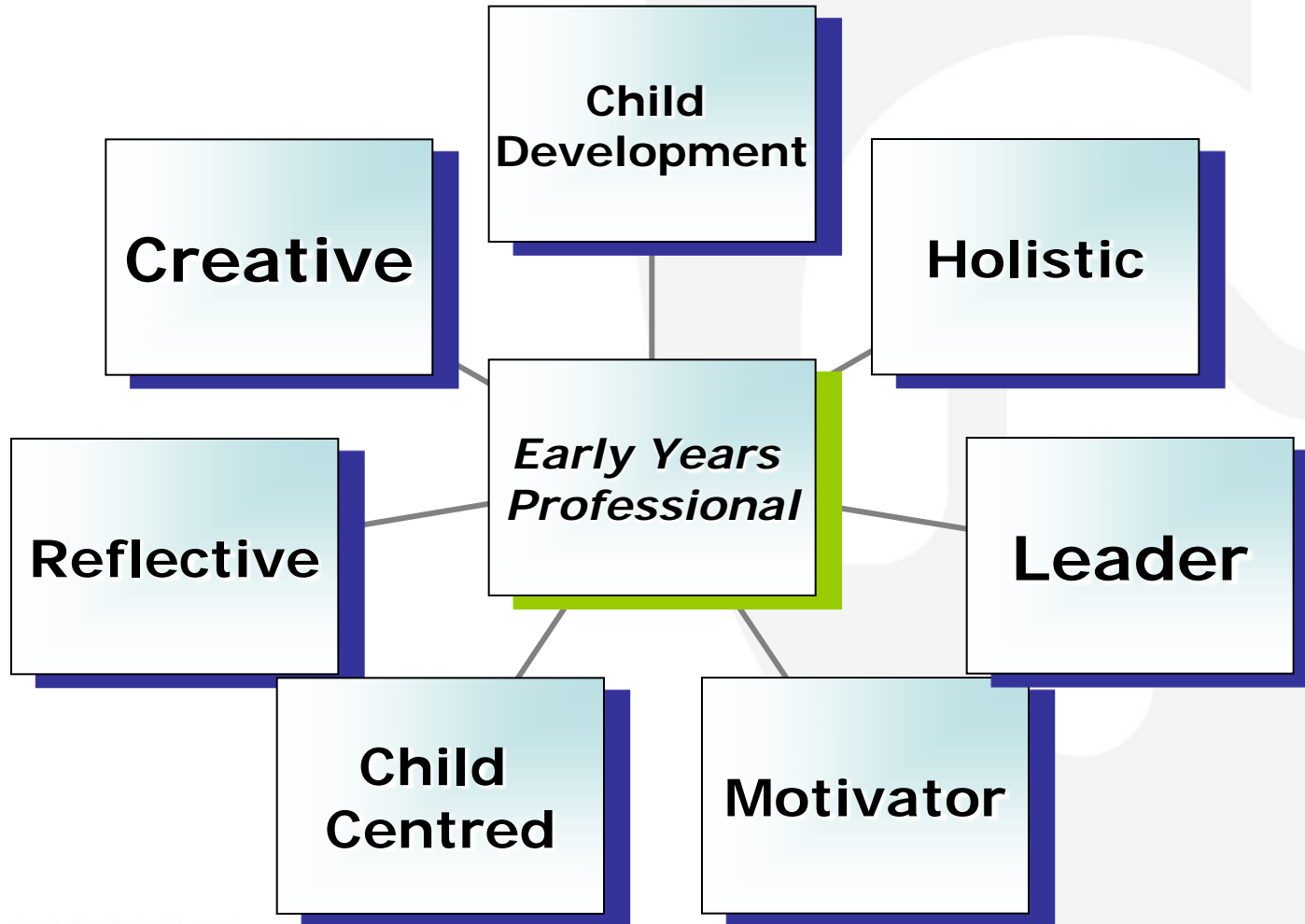
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Key Themes and Discussion



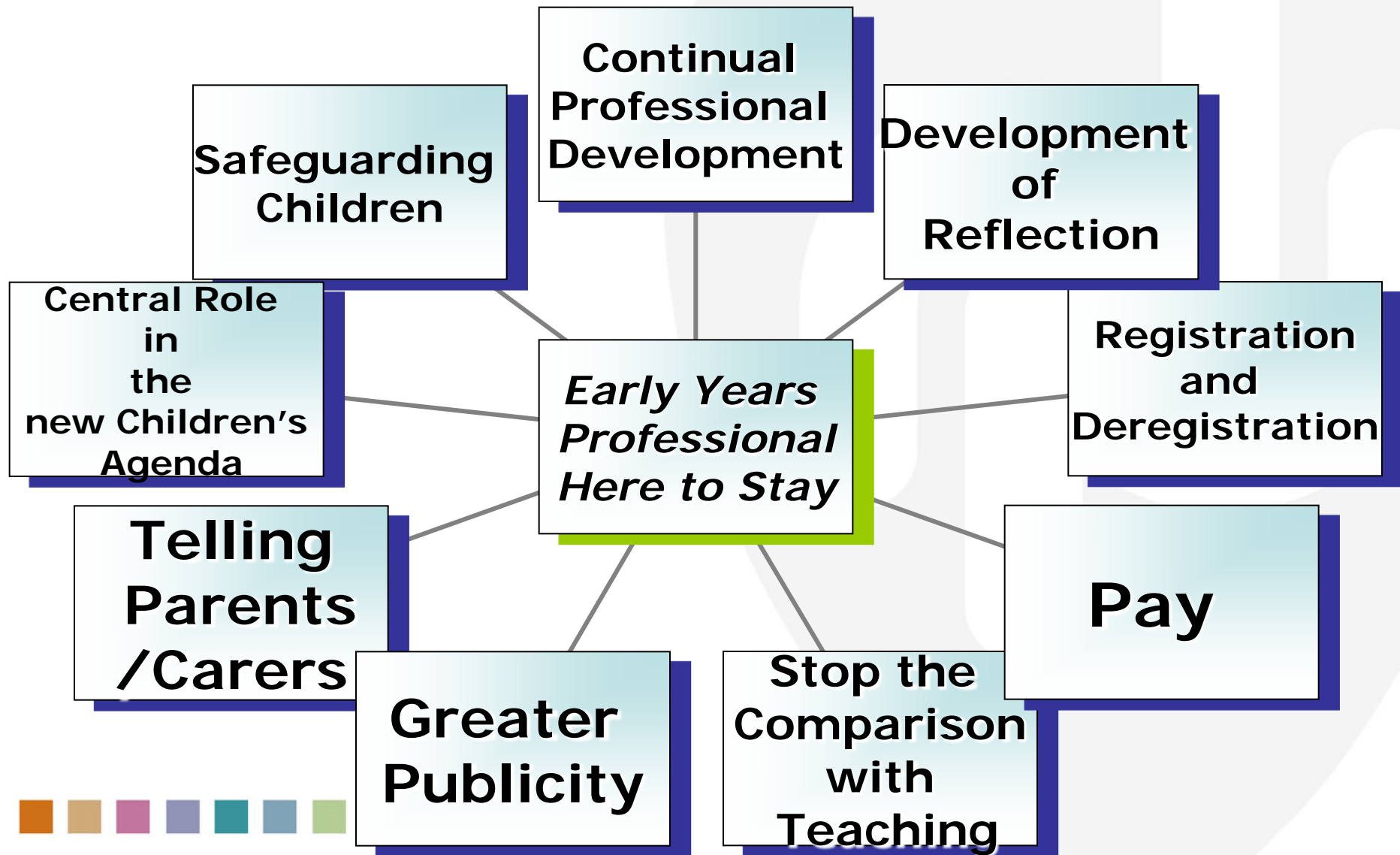


Professional Qualities – What is different about the Early Years Professional ?





Professional Development: The Future





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