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Early Years Professional Status
Stakeholder Perspectives

19th EECERA Conference
Strasbourg, France
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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.
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.

( Source: Department for Children Schools and Families, 2007).
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

- Teachers
- Education
- Holism
- Social Care
- Health
- Early Years Professional
- European Social Pedagogue
- Health Professionals
- Social Worker

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
Key Themes and Discussion
Professional Qualities – What is different about the Early Years Professional?

- Creative
- Reflective
- Child Centred
- Child Development
- Holistic
- Early Years Professional
- Leader
- Motivator
Professional Development: The Future

- Safeguarding Children
- Continual Professional Development
- Development of Reflection
- Registration and Deregistration
- Pay
- Telling Parents/Carers
- Greater Publicity
- Stop the Comparison with Teaching

Central Role in the new Children’s Agenda

Early Years Professional Here to Stay
Referencing


